



TEACHING AND LEARNING POLICY

POLICY NAME	TEACHING AND LEARNING POLICY						
APPROVAL AUTHORITY	PRINCIPAL	ADOPTED	APRIL 2023	REVIEWED	JANUARY 2024	NEXT REVIEW	JANUARY 2025
RESPONSIBLE EXCECUTIVE	SLT/MLT						
RESPONSIBLE OFFICE	Principal	AVAILABLE	In the Library , Website				

RATIONALE

At IES learning through innovation, growing by learning, pursuing excellence and global citizenship are at the heart of our teaching philosophy. We encourage students to understand themselves, develop their identities and competencies, and take advantage of opportunities, as they grow to become lifelong learners in the quest for knowledge.

PURPOSE OF POLICY

There are four main purposes to this policy:

- To provide high quality education that maximises progress and challenges our students to be the best they can be.
- To establish expectations for teachers in teaching and learning in all subjects.
- To promote continuity and coherence across the school.
- To establish expectations for all stakeholders in learning and teaching.
- To promote consistency and high standards in all aspects of learning and teaching.

SCHOOL AIMS

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will underpin all future learning
- To empower everyone to develop self-belief, self-respect and self-discipline to live a happy, healthy life.
- To feed a love of learning through a creative, dynamic, fun and challenging curriculum suited to the future ahead.

- To provide first class teaching and learning experiences which secure progress for everyone.
- To be at the heart of the local community, preparing everyone to become responsible and pro-active national and global citizens .

Our guiding principles our school mission statement is to inspire our students to be confident and open-minded through exceptional teaching in a caring school community. Our vision is to be an exceptional school; inclusive and progressive, where everyone matters and everyone achieves. This is underpinned by the 4Cs of courtesy, cooperation, consideration and contribution. Our belief is that education is transformational. Our role is to support all of our students to succeed irrespective of their starting points. We understand that ‘equal’ treatment is not always sufficient to give ‘equitable’ outcomes – some students need more than others. We are committed to giving students whatever support they need to ensure they make the progress necessary to get the successful outcomes that they deserve. We work tirelessly to remove barriers to learning for all students. We believe that relationships are the most important thing in schools. The way that staff and students relate to each other is fundamental to the success of what we are trying to achieve.

Responsibilities teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will: Follow the expectations for teaching and professional conduct as set out in the Teachers’ Standards Follow the expectations as set out in this policy Update parents/carers on students’ progress through termly reports on progress and yearly parent/carer consultation evenings.

Support staff at our school will: Know students well and differentiate support to meet their individual learning needs Support teaching and learning with flexibility and resourcefulness Meet the expectations set out in this policy

Subject Leaders will: Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills Sequence lessons in a way that allows students to make good progress Use their budget effectively to resource their subject, providing teachers with necessary resources for learning Drive improvement in their subject, working

with teachers to identify any challenges Timetable their subject to allocate time for students to achieve breadth and depth, fully understand the topic and demonstrate excellence Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data Improve on weaknesses identified in their monitoring activities Create and share clear intentions for their subject Encourage teachers to share ideas, resources and good practice

Senior leaders at our school will: Have a clear and ambitious vision for providing high-quality, inclusive education to all Celebrate achievement and have high expectations for everyone Hold staff and students to account for their teaching and learning Plan and evaluate strategies to secure high-quality teaching and learning across school

Manage resources to support high-quality teaching and learning Provide support and guidance to other staff through coaching and mentoring Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge Promote team working at all levels Address underachievement and intervene promptly

Students at our school will: Take responsibility for their own learning, and support the learning of others Meet expectations for good behavior for learning at all times Attend all lessons on time and be ready to learn, with all necessary equipment Be curious, ambitious, engaged and confident learners Know their targets and how to improve Put maximum effort and focus into their work Complete home learning activities as required

Parents and carers of students at our school will: Value learning and encourage their child as a learner Make sure their child is ready and able to learn every day Support good attendance Participate in discussions about their child's progress and attainment Communicate with the school to share information promptly Encourage their child to take responsibility for their own learning Support and give importance to home learning

Governors at our school will: Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning Monitor the impact of teaching and learning strategies on students' progress Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

OUR EXPECTATIONS HIGH.

Our learners deserve the best. We are trained to give them the best and to provide learning opportunities and experiences that maximize learners' progress. All children and young people have a right to a primary education, which should be free. The relationship of this policy to other curriculum related policies, is symbiotic.

Vision for Teaching and Learning at IES School We believe in the concept of lifelong learning and that learning should be a rewarding and enjoyable experience for everyone. We recognize the importance of making learning challenging, meaningful and memorable. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives. We aim to put our students at the centre of their own learning and place great emphasis on nurturing skills and attitudes which are covered by our 6 IES Values: Care, Respect, Resilience, Inclusion, Partnership and Challenge Teachers are expected to model, promote and support students in demonstrating these values in every lesson. Further information on the 6 IES Values and our Behaviour Policy can be found in the staff shared drive

The Learning Environment Learning takes place in an environment which is:

- safe
- welcoming, happy and caring
- challenging and engaging
- focused and productive
- organized and well resourced
- where learning is accessible to all
- encouraging and supportive.

Teaching and Learning Teachers should plan lessons that:

- Demonstrate knowledge of students and their needs.
- Include opportunities for students to make progress in their learning and revisit prior learning in order to retain information and skills.
- Are based around secure subject knowledge and understanding of assessment criteria.
- Provide challenging tasks which stretch learning and help students to understand how to improve.

- Build in regular reflection and improvement time so that students can respond to teacher marking and feedback.
- Enable students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application.
- Contain appropriate scaffolding so that all students can aspire to the same challenging learning objective.
- Provide effective questioning and assessment for learning techniques to direct and challenge students continually.

At IES School, this is what our students believe makes a good teacher:
A good teacher:

- takes time to explain things clearly and conveys information in a way students understand
- helps you because they truly believe in you
- praises effort and hard work
- is kind, generous and patient
- teaches interactive lessons which are interesting, informative and engaging is enthusiastic and positive
- supportive and pushes you to your goal does not put any limits on your capabilities
- encourages and motivates you to do your best listens to you and involves every student in the class
 - ensures students take responsibility for improving their work has a strong relationship with their students and is able to help them because they know them makes students feel safe to share ideas in a supportive environment is organized and prepared for every lesson.

Digital Technology:

At IES we enhance Teaching and Learning through the use of the highest quality digital technologies. We want to excel with our provision for this and therefore teachers are required to plan for the use of this when it is appropriate and where enhances T&L and it impacts positively on student progress.

Inclusivity:

We are a fully inclusive School. Support for all groups of learners should always be planned for to enable all students to maximise their learning. For example, SEND

LINKS TO OTHER POLICIES

This Learning and Teaching policy should be read in conjunction with the Admissions, Assessment, Curriculum, CPD, Behaviour for Learning and SEND policies.

Date of Review : January 2024

Next Review : January 2025



Dr. Prasanna Bhaskar

Principal