

**(NB: Numbers in brackets indicate cross-reference to Ofsted Framework 2005)*

POLICY STATEMENT: TEACHING AND LEARNING POLICY

RATIONALE:

It is the school's 'Quality of Provision', particularly with regard to 'Teaching and Learning', which is central to students maximising their potential, in terms of personal achievement.

PURPOSES:

- To raise the standard of all pupil performance across the School.
- To ensure consistency between faculties and departments, by sharing and developing good practice.
- To assist in monitoring and evaluating the quality of teaching and learning as a significant part of the School's self-evaluation strategy, by enabling accurate information to be gathered relating to teaching strategies, which contribute to raising achievement. (5a)

GUIDELINES:

- The Policy is underpinned by a series of quality statements, which reflect the expectations of Teaching and Learning at The Ridings High School.
 - Teaching is stimulating, enthusiastic, challenging (4c)
 - Teachers have expert knowledge of the curriculum (5a)
 - Teachers and students have positive relationships (5a, 4d, 4c)
 - Teachers match method to suit all pupils' needs (5a)
 - Teachers use assessment to inform long, medium and short-term planning (5a)
 - Teachers use positive behaviour strategies to engage learners (4c)

 - Learners make measurable progress (4c, 5a)
 - Learners can explain what they are doing, and why (4c)
 - Learners are able to evaluate their work (5a)
 - Learners are well-supported by suitable resources and teaching assistants (5a)
 - Learners are able to work independently and collaboratively (4c)
 - Learners enjoy their education (4c)

These quality statements are the benchmarks by which judgements about the quality of provision are made. They are encapsulated in the lesson observation proforma, and are cross-referenced to self-evaluation criteria.

- The curriculum is designed to be flexible to allow learning opportunities for all pupils, irrespective of ability; for example, a flexible curriculum programme is offered at KS4.

- The importance of individualised learning is recognised as fundamental, and, to support this, teachers are provided with accurate and up-to-date assessment data for the pupils they teach.
- Learners are expected to demonstrate independent study skills through use of homework, internet, school library, careers library and other research methods.
- The School is committed to out-of-hours learning and many learning opportunities exist beyond the timetabled school day.
- The formation of a cross-curricular Teaching and Learning Group provides a means of identifying and sharing good practice.
- The School has a development programme in which NQT/GTP and ITT students receive guidance on teaching and learning through a systematic mentoring programme.
- The Middle Leader Development Programme seeks to provide middle leaders with the skills to evaluate the quality of teaching and learning within department or faculty areas.
- The Continuing Professional Development Policy outlines the role that CPD plays in promoting teaching and learning. Regular opportunities exist to discuss teaching and learning; these include Faculty meetings, Year meetings and Committee meetings, Inset opportunities, internal publications eg A La Carte.
- Information events are set aside for communication of teaching and learning programmes to parents.
- The role of the community will be enhanced in the school's process of self-evaluation. In particular, the views of stakeholders will be sought regarding the quality of teaching and learning; for example, parents/guardians views will be regularly sought at Parents' Evenings, and by questionnaires, the results of which are reviewed by SMB.
- Teaching and Learning are supported by systematic self-evaluation strategies. Internal review will be undertaken through: Faculty and Year Teams; SMB monitoring (eg. Faculty Attachments, Policy and Self-Evaluation and Target Setting documents); Governors' Sub-committees. External reviews will involve LEA advisor(s), School Improvement Partner, IIP Assessor and, ultimately, Ofsted Inspection.

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