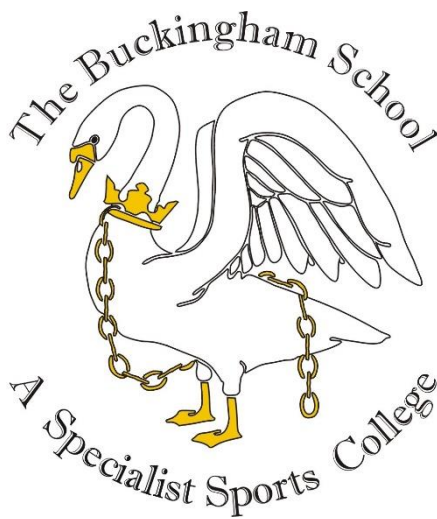


TEACHING AND LEARNING POLICY

THE BUCKINGHAM SCHOOL A SPECIALIST SPORTS COLLEGE



NAMED PERSON:

H TYRRELL

NAMED COMMITTEE:

PPR

DATE ADOPTED:

SEPTEMBER 2016

REVIEWED:

OCTOBER 2016

REVIEW CYCLE:

2 YEARS

NEXT REVIEW DATE:

OCTOBER 2018

Success for all through Achievement, Challenge & Enjoyment

The Teaching and Learning at The Buckingham School enables pupils to work collaboratively, independently and creatively through relevant, challenging and engaging learning experiences.

Vision

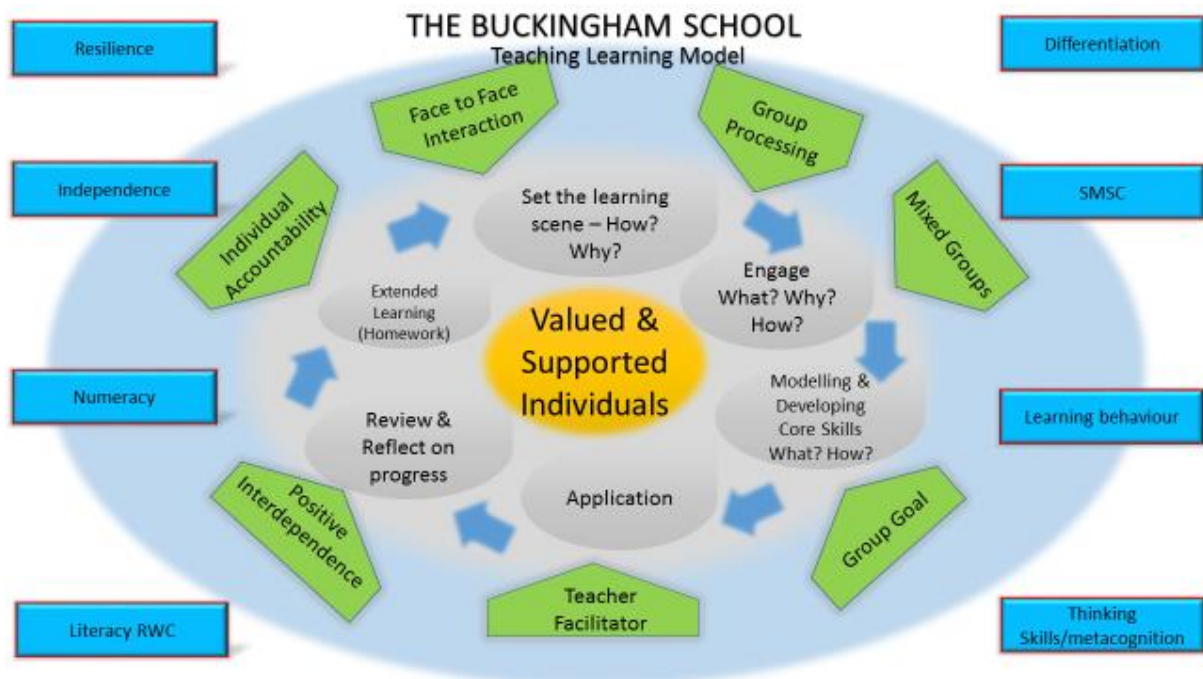
At The Buckingham School, we are determined that our pupils succeed and leave us as confident, articulate and aspirational young people, fully equipped for life and work in the 21st century. We have high expectations for our pupils and have created forward-thinking, dynamic learning environments where each individual is supported and challenged to achieve their full potential, both inside and outside the classroom. At the heart of everything are our core values: knowledge, leadership, growth and diversity and these run through all aspects of school life and are a central part of pupils' learning experiences at Buckingham. This is our journey towards our ultimate aim of becoming a world class school and teaching and learning of the highest quality is fundamental to us achieving this goal.

Aims

- To share and understand a common meaning of high quality teaching and learning; and the importance of typicality.
- To recognise that it is the responsibility of all teaching staff to provide the highest quality teaching and learning experiences for our pupils, thus raising pupils' achievement.
- To provide personalised CPD opportunities for all staff involved in teaching and learning based upon their individual needs, requirements and future development.
- To ensure that high quality of teaching over time will raise the quality of learning and progress over time.
- To monitor the quality of teaching and learning through a thorough, robust and transparent policy of quality assurance.
- To promote opportunities for pupils to widen their spiritual, moral, social and cultural development.

The Teaching and Learning Model:

The model has been adopted by all staff in a pursuit to achieve good and outstanding teaching at all times.



Expectations

It is a school expectation that the following strategies are implemented by all teaching staff when planning and delivering all lessons.

1. LEARNING ENVIRONMENT

- All teaching staff are punctual to lessons, meet and greet pupils on their arrival and challenge any latecomers when appropriate.
- Teaching staff ensure that classrooms are tidy and fit for purpose on arrival and departure.
- Teaching staff ensure that seating plans are carefully considered in order to facilitate a learning environment that allows peer and group collaboration.
- Teaching staff promote an atmosphere in lessons where pupils feel safe, included and valued.

2. CHALLENGE AND SUPPORT

- Teaching staff have high expectations of all pupils and support them through a range of challenging and creative lessons that enthuse all learners.
- Teaching staff ensure that pupils have a clear understanding of their learning and how their lesson fits into the 'big picture' e.g. learning outcomes are differentiated, shared and any vocabulary clarified as to its meaning. The teacher refers to these outcomes where appropriate during the lesson.
- Teaching staff use data effectively to inform the planning of personalised learning that enables all pupils to make good or better progress.
- Teaching staff are aware of the range of needs of learners in their care and differentiate learning to challenge and support all pupils' needs.
- Additional learning support staff are deployed effectively to challenge and extend pupils' learning.
- Teaching staff provide learning experiences that allow pupils to demonstrate learning across the curriculum including literacy and numeracy/maths.

3. ASSESSMENT AND FEEDBACK

- Open and targeted questioning results in discussion which prompts pupils to extend their responses demonstrating sufficient gains in their knowledge, skills and understanding.
- Teaching staff consistently implement a wide range of AFL strategies to ascertain and make 'visible' the progress pupils have made, such as paired/group discussions and clear, meaningful feedback from peer and self-assessment.
- A clear marking and assessment policy has been adopted by all staff.

4. MONITOR AND ADAPT

- Teaching staff monitor all pupils' progress in lessons through regular learning checks.
- Teaching staff adapt their teaching accordingly to intervene swiftly to challenge any pupil misconceptions and get them back on track. This ensures that all pupils make good or better progress.
- Teaching staff ensure that lessons are paced appropriately with sufficient opportunities for reflection.

5. REFLECTION AND IMPROVEMENT

- Teaching staff provide Dedicated Improvement & Reflection Time (DIT). This will ensure pupils have opportunities to respond to feedback e.g. pupils' green pen response as detailed in the school marking policy.
- Teaching staff ensure that pupils integrate teacher feedback into future pieces of work to promote good or better progress over time.

Schemes of Work and progress Over Time (Medium and Long Term)

It is the responsibility of curriculum leaders to ensure that appropriate schemes of work for any given unit or topic have progression over time built in. It is the teacher's responsibility to personalise this to suit the learners in their care. Teaching staff plan for progression and learning effectively through the use of medium and long term strategies.

Monitoring and Review

The school will monitor the quality of teaching and learning through a thorough and transparent policy of quality assurance.

The governing body will support, monitor and review the school's Teaching and Learning policy. This will include the effective use of school resources, health and safety regulations, staff development and efficient performance management.

Parents/Carers will support the homework policy to enable pupils make good or better progress over time.

THE BUCKINGHAM SCHOOL – A SPECIALIST SPORTS COLLEGE



TEACHING AND LEARNING POLICY

Adopted: Sept 2016
Reviewed: October 2016
Next Review Date: October 2018

Dr Matthew Watkins
Chairman
Governing Body

Signed:

A handwritten signature in black ink, appearing to read 'M Watkins', is written over a light blue rectangular background.

Date: 17th October 2016