



AKELEY WOOD
SCHOOL

Teaching and Learning Policy

Aims

To provide a model for all staff to refer to when reflecting on their own teaching and their students' learning

To establish shared expectations of high quality teaching and learning

To support the development and improvement of teaching and learning at AWSS

Guiding Principles

We understand learning to be:

- The acquisition of new knowledge and/or skills
- Critically, the using and applying of this new knowledge and/or skills
- An ongoing process – a journey; a progression in understanding
- The ability to apply, analyse, make connections and recall skills or knowledge

We understand that when outstanding learning occurs;

- Students demonstrate total engagement– awe and wonder!
- Students demonstrate high levels of enthusiasm and are focussed and productive
- Students display a thirst for more, spark of curiosity, inquisitiveness
- Students ask probing questions
- Students make very good progress with very good outcomes and high achievement
- Students are able to choose the right skill or knowledge required
- Students understand where they are and what they need to do to improve
- Students are able to work independently
- Students are all participating and well behaved

We believe that consistently good or outstanding teaching will support outstanding learning. Good teaching results when teachers:

- Plan with care and understanding
- Support and facilitate the learning within the lesson
- Assess the progress made and re-inform future planning

Features of Good Lesson Design and Planning

It considers what students will learn:

- Refers back to prior learning; sets appropriate starting points for the lesson/activity
- Consolidates previous learning
- Starts with the learning outcomes
- Puts the learning into the context of the lesson

It considers how students will learn:

- Caters for different needs and provides different opportunities (differentiates the learning)
- Provides a scaffold/ building blocks of learning
- Takes into account what will be difficult and finds ways to make it easier
- Uses a range of teaching and learning styles to engage the learner
- Provides stretch and challenge for all abilities

It considers what structures will support the learning:

- Plans for pace
- Creates opportunity for assessment
- Considers timing
- Produces a clearly structured lesson

Behaviours, Strengths and Characteristics of Good Teachers

Relationships & characteristics: Good teachers

Present the bigger picture; are inspiring and enthusiastic

Engage and interact with all the students; not just some

Establish positive relationships built on respect

Create a positive, safe, respectful and stimulating learning environment

Are confident, in control and set high expectations

Are consistent

Know their students well

Care/get involved

Are reflective about their own practice

Pedagogy: Good teachers

- Possess excellent subject knowledge
- Render complex issues simple
- Give very clear explanations
- Possess high level questioning skills
- Are clear about learning objectives/outcomes/success criteria and share these with students
- Provide good pace
- Recognise, acknowledge and reward good learning
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Assessment for Learning: Good teachers

- Assess each individual as the lesson progresses
- Are adaptable/flexible, going off plan if needs be, reacting to the learning
- Know when to step in and support and when to step back
- Create self/peer assessment opportunities
- Build in reflection time
- Follow up on everything!

The policy was drawn together from contributions made by the Whole Staff of AWSS during the Spring Term 2015.

Next Review Date: September 2017

A handwritten signature in black ink, appearing to read 'A Ayres', written in a cursive style.

Amanda Ayres

Director of Teaching and Learning

Reviewed May 2016