

## TEACHING AND LEARNING POLICY

### AIM/PURPOSE

This is to ensure that the appropriate pre-conditions are in place and that the quality of teaching and learning at Trinity is outstanding.

### GENERAL PRINCIPLES AND THE NATIONAL PERSPECTIVE

The following points are essential for ensuring high standards of teaching and learning:

- ◆ Ensure all staff follow the learning and teaching policy and behaviour code and apply agreed procedures.
- ◆ Use commonly agreed classroom management and behaviour strategies.
- ◆ Ensure that all teachers operate a classroom seating plan. This practice needs to be continued after transfer to secondary school.
- ◆ Use Assessment for Learning techniques such as peer and self assessment to increase students' involvement in their learning and promote excellent behaviour.
- ◆ Recognise that students are knowledgeable about their school experience, and have views about what helps them learn.
- ◆ Assess staff's needs and build into their in-service training programmes specific opportunities to discuss and learn about teaching and learning.
- ◆ Identify those students who have learning difficulties, and agree with staff ways of managing and meeting their particular needs.
- ◆ Have a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff.

Assessment for Learning (AfL) has been defined as one of the most significant developments of recent years and is now embedded as part of the National Strategy. AfL actively engages students in their learning and in the assessment of their progress.

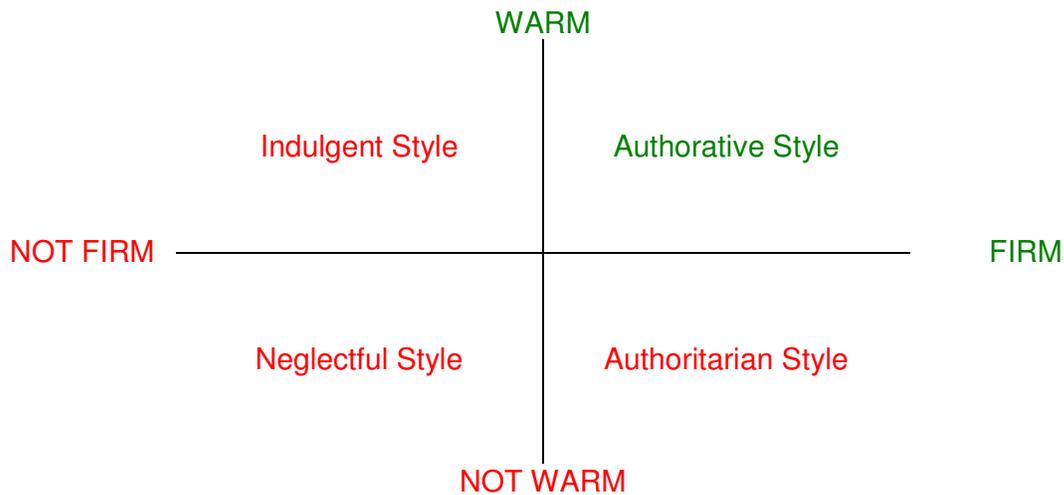
- ◆ Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place, preventative action is most effective but, where this fails, schools must have clear, firm and intelligent strategies in place to help students manage their behaviour;
- ◆ There is no single solution to the problem of unsatisfactory behaviour, but all schools have the potential to raise standards if they are consistent in implementing best practice in learning, teaching and behaviour management;
- ◆ Respect has to be given in order to be received. Families, students and staff need to operate in a culture of mutual respect;
- ◆ School leaders have a critical role in establishing high standards of learning, teaching and behaviour.

### TEACHING AND LEARNING AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

Outstanding teaching and learning doesn't happen by accident; it is the result of creative flair and thorough lesson planning on the part of the teacher, ensuring that not only does the teaching have pace, purpose, rigour and challenge, but that there is an outstanding working relationship, where students enjoy their work and respond positively to the teaching. Outstanding teaching and learning makes lessons accessible to all children and thereby significantly reduces behavioural problems.

As a church school with a commitment to “value in people”, we need to cultivate the pre-conditions for effective learning and to ensure that all children see themselves as individuals who are cared for and valued. Our commitment to valuing people should determine how we speak, listen and resolve situations. The religious qualities of remorse, forgiveness and reconciliation should be clearly evident at Trinity; balanced, of course, by high aims and high expectations.

Children who are happy, work well; children who work well, achieve success; children who are successful, create successful schools. An outstanding teacher should develop a firm and warm teaching style which enables children to achieve their best.



### MONITORING AND EVALUATION

This will be carried out by the Leadership Team and Subject Leaders, and appropriate recommendations made to the Governors' Curriculum Committee. Changes to the policy will be ratified by the Full Governing Body.