



CLAYESMORE

# TEACHING AND LEARNING POLICY

Responsible: Deputy Head (Academic)

Date Reviewed: October 2025

Scope: Whole School

Review Due: September 2026

Reviewed: SLT annually

External Release: Yes

## **AIMS of this POLICY**

- To promote pupil wellbeing by enabling all students to acquire new knowledge and make good progress according to their abilities
- To ensure that teaching does not undermine the fundamental British values.
- To maximize children's learning potential
- To promote high quality, effective teaching
- To achieve high quality learning
- To develop an effective learning environment
- To recognise and celebrate achievement, attainment and effort
- To foster creativity, enthusiasm, enjoyment, motivation, independence and cooperation
- To stimulate a desire for lifelong learning
- To protect children from the risk of radicalisation and extremism
- To ensure compliance with all relevant legislation connected to this policy

## **BACKGROUND**

This policy is written with reference to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Students Act 2011
- Standards and Framework Act 1998
- Every Child Matters Outcomes Framework
- Prevent Duty Guidance (March 2016)
- Children Act 2004

We strive to make learning a rewarding and enjoyable experience for all our pupils and students. We acknowledge that all are more likely to learn when they are motivated, feel valued and see the relevance of what is being taught. People learn best in an environment where achievement is celebrated but where errors and mistakes are welcomed as a formative stage in the learning process.

We adopt a questioning approach to prevailing assumptions about teaching and learning and believe it is the professional responsibility of each teacher, suitably mentored by experienced colleagues, to decide how best to teach their classes.

## **SCOPE**

This policy applies to Clayesmore School and should be read by parents, students, teachers, Heads of Department and all who play an active role in helping students to make good progress. New staff will be introduced to this policy before they start teaching at the school and all teachers will receive

refresher training during INSET sessions in the first term of each year.

## **EFFECTIVE TEACHING**

Whilst we may question many assumptions about what constitutes effective teaching we believe that in order to give our pupils and students the best possible chance of learning all teachers should;

- seek to inspire and enthuse pupils in the lessons they teach
- plan lessons well, demonstrating good knowledge and understanding of the subject matter being taught, and with understanding of the aptitudes, needs and prior attainment of the students gained from regular and thorough assessment of students' work
- manage class time and students' behaviour well
- enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- utilise effectively classroom resources of a good quality, quantity and range
- ensure they do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and the protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010 and do not discriminate against pupils contrary to Part 6 of the Equality Act 2010
- seek to develop a repertoire of teaching techniques and use a variety within their lessons, from exposition to explanation, practical activities and investigations, discussion and problem solving; individual, group and whole class teaching, and e-learning
- liaise regularly with teachers in the Teaching and Learning Centre
- use a variety of questioning techniques and give the pupils sufficient 'thinking time'
- give pupils regular feedback: positive, specific, constructive
- give pupils the opportunity to check their progress against success criteria
- create opportunities for self and peer assessment
- ensure pupils know how they are doing and how to improve in order to achieve the 'top grade' in their range (see Assessment Policy)

All teachers should believe that every pupil can improve. High aspirations are shared by all staff and all pupils. Pupils are inspired to succeed and aim high.

We believe good quality learning is reflected in the outcomes of the education experienced by the pupils and this is evident in their responses, attainment and progress.

While we may question many assumptions about how children learn, we believe that they have the best chance of being successful learners when they are;

- interested in their work, enthusiastic, attentive, responsive and on task
- applying intellectual, physical and creative effort
- acting responsibly, aware of the classroom and school rules and abide by them
- self motivated, thinking and learning for themselves
- talking confidently and asking appropriate questions
- confident in asking for help and support
- aware of their achievements and what they need to do in order to improve
- producing good quality work

We are committed to providing a challenge for all young people in order to enable them to succeed and reach the highest level of personal and academic achievement possible. Pupils and students will achieve this if we allow them to learn in a variety of ways, with differentiated activities, and learning at different rates.

We want to develop an awareness and belief that all learners have the right to be challenged. We want to develop young people who are resilient and excited learners who understand the need for challenge in order to make progress. We seek to develop a curriculum that provides an effective challenge and a learning environment where children are encouraged to take risks and work hard to succeed.

We believe the learning environment makes a significant contribution to the quality of education provided. We seek to ensure that

- space is used effectively, is free from clutter and is a supportive learning environment;
- displays reflect current learning and are changed regularly
- the needs of the children are catered for
- resources are well maintained
- students are encouraged to be creative independent learners and thinkers

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupils' behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified. All staff have undergone PREVENT training.

We provide a safe environment where we promote pupils' wellbeing. Within this

environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child and actively encourage our students to form and to express their views.

## **RESPONSIBILITY FOR THE POLICY**

The Head is responsible for this policy, though responsibility for its implementation is delegated to the Deputy Head Academic.

- ensure all school personnel, pupils and parents are aware of and comply with this policy
- provide leadership and vision to ensure all staff actively promote the wellbeing of students
- provide guidance, support and training to all staff
- ensure a continuous professional development programme is in place for all teaching and support staff in order to develop teaching and learning throughout the school
- ensure all teaching and support staff are line managed
- arrange professional development meetings throughout the year
- monitor teaching and learning across the school by:
  - lesson observations
  - questioning pupils
  - scrutiny of departments through annual reviews, learning walks, scrutiny of planning, pupil work and marking
  - professional development meetings
  - consulting parents
  - ensuring pupil targets are challenging enough for all pupils
  - analysing pupil targets to see if they have been met
  - analysing and comparison of pupil performance data with standardised and national data

## **Role of Heads of Department**

Heads of Department will:

- comply with all aspects of this policy
- undertake appropriate training
- monitor and evaluate the quality of learning for their subject
- report the main findings of monitoring to teaching staff and the head teacher
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- report any concerns they have on any aspect of the school community
- ensure there are schemes of work for every subject, in all departments which

- ensure the needs of EAL and SEND students are met
- ensure that the schemes of work show continuity and progression of learning and are regularly reviewed
- ensure that all lessons are part of a departmental scheme of work
- ensure that in lessons there are high expectations and appropriate challenges for pupils of different abilities
- ensure that pupils are not discriminated against, paying particular regard to the protected characteristics and proactively consider the need to make reasonable adjustments for pupils with a disability

### **Role of Pupils**

We seek to ensure pupils will:

- learn to take pride in their work
- produce work of a high standard
- ask for further help if they do not understand
- participate fully in all lessons
- participate in discussions concerning progress and attainment
- treat others, their work and equipment with respect
- support the school to ensure the smooth running of the school
- talk to others without shouting and will use language which is neither abusive nor offensive
- submit work, when requested, completed and on time
- wear correct uniform
- take part in questionnaires and surveys

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### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy
- be encouraged to support their children
- be aware of their child's assessment ranges
- be encouraged to take an active role in the life of the school by:
  - attending parents evenings
  - encouraging effort and achievement
  - Encouraging, where possible, completion of work
  - providing the right conditions for prep and exam preparation to take place (applies particularly to parent of day pupils);

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as parent-teacher consultations and periodic mailings.
- The availability of senior staff on email and for meetings at parents' convenience
- school events

- meetings with staff
- report such as annual report to parents and the Head's reports to the Governing Body

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - All aspects of this policy
  - The principles of good teaching
  - Promotion of wellbeing
  - Delivering a good sequence of lessons
  - What constitutes good learning
  - Classroom learning environment
  - Planning
  - Differentiation
  - Marking
  - Lesson observations
  - Prep
  - Analysing data
  - Equal opportunities
  - Inclusion

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been subject to an initial equality impact assessment and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Linked Policies**

Reporting

Curriculum

Special Educational Needs

EAL

SMSC