



Great Torrington School

Teaching and Learning Policy

Approving Body: **Teaching and Learning Committee**
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GTS TEACHING AND LEARNING POLICY

GTS Definition of Learning

Learning is the continual process of creating and strengthening pathways between brain cells enabling us to embed the accumulative wisdom of humankind. Experiences in school and in our everyday lives, lead us to deepen our understanding, empowering us to make academic and social progress through our lives.

GTS Definition of Teaching

We will make learning happen by promoting an interest in the wider world using a variety of pedagogical processes to inspire thinking through opportunities that will challenge learners and enable them to reflect, take risks, fail and succeed in a positive environment.

We aim to have a learning centred school that raises pupil and teacher achievement, promotes best practice and ensures whole-school consistency.

To achieve this, learners will:

- Develop a growth mindset, focussing on improvement based on feedback rather than defining their ability by the test scores they receive
- Have high expectations of themselves, their peers and their community
- Have a desire to learn what others have discovered and develop the skills to extend human knowledge
- Articulate what they are learning, how they are learning and why they are learning
- Continuously improve the standard of their listening, reading, writing and spoken word
- Embrace opportunities to demonstrate their knowledge and skills
- Respond to feedback from peers and adults in order to improve their level of attainment
- Provide their teachers with feedback on how they are learning so teachers can adapt activities accordingly
- Understand how the brain learns
- Begin a lesson in a precognitive state, ready to learn
- Behave in an accomplished way, to maximise their learning
- Use a variety of techniques to learn depending on the subject matter, available resources and current ability
- Respond thoughtfully to questioning from adults and their peers
- Think... creatively, carefully, deeply, rigorously and responsibly
- Reflect on the quality of their work and improve it accordingly
- Develop the skills to learn independently of adult intervention
- Develop a code of ethics that has the well-being of others, the community and themselves at its core
- Take risks, show resilience and use failure as an important tool to improve
- Engage in learning activities in all areas of their lives, in school, at home and at their leisure

In order to achieve this, all adults will:

- Promote a growth mindset and believe every child can achieve at the highest level
- Regularly provide pupils with feedback on their learning following the feedback and marking protocols
- Regularly use AfL techniques and listen to feedback from pupils and adapt their teaching accordingly
- Provide a relaxed, purposeful and inspirational environment for children to learn
- Ensure the purpose of any learning episode is clearly communicated to the pupils
- Set regular and appropriate home learning opportunities to enhance learning

- Use all available data to provide pupils with appropriately differentiated learning opportunities that will enable them to make progress.
- Continue their Professional Development and keep abreast of effective pedagogical methods
- Develop positive relationships with the pupils
- Use skilful questioning to extend pupils' learning
- Provide a wide range of opportunities for pupils to achieve their learning goals
- Give professional support, challenge and guidance to colleagues
- Inspire pupils to learn
- Have high expectations of pupils' use of literacy and numeracy
- Learning Support Assistants will meet the professional standards for Teaching Assistants

In addition to this, teachers will:

- Have a good standard of subject knowledge and demonstrate high standards of literacy and numeracy
- Plan learning effectively to ensure rapid and sustained progress
- Manage other adults in the class so they have a significant impact on learning
- Meet the Professional Standard for Teachers
- Provide accurate, evidence based progress data when required

In addition to their teaching role, Middle Leaders will:

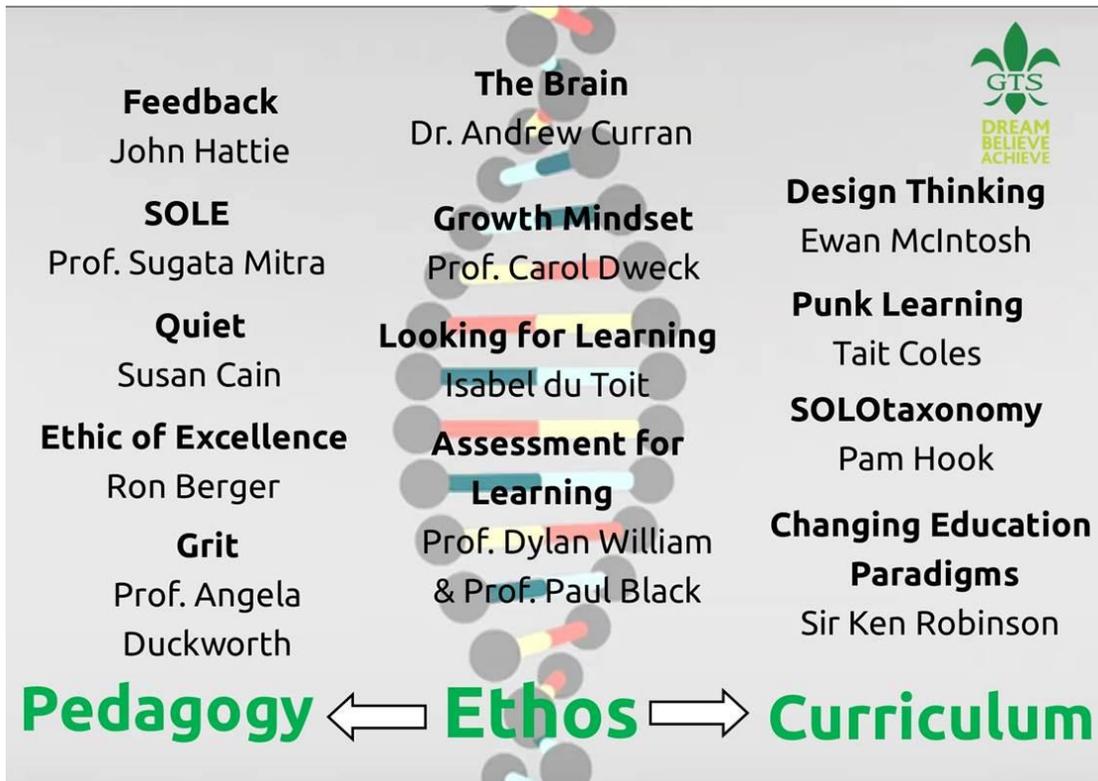
- Provide leadership, support and guidance to members of their team to ensure high quality learning
- Keep abreast of recent developments in their subject area
- Set and review challenging and meaningful performance management targets
- Regularly monitor the quality of learning in their area and, when necessary, put in place the appropriate interventions
- Develop positive relationships with the members of their team
- Provide the members of their team with regular feedback about the quality of the learning in their classes
- Listen to feedback from members of their team and adapt strategies and interventions accordingly
- Moderate the validity of data provided by their team to ensure the reliability of whole school data
- Use data to provide appropriate intervention when required to either a class, pupil or teacher
- Provide feedback to other middle leaders about the quality of teaching and learning in their area

Senior Leaders will:

- Provide leadership, support and guidance to members of the school community.
- Keep abreast of national developments in education
- Regularly monitor the quality of learning and, when necessary, put in place appropriate interventions
- Support middle leaders with the analysis of data that will help them to provide effective intervention
- Provide a range of "Continual Professional Development" opportunities
- Provide feedback to Middle Leaders about the quality of teaching and learning in their area
- Listen to feedback from all members of the school community and adapt strategies accordingly

Parents will:

- Celebrate the efforts their child puts into learning
- Attend parents evenings
- Support their children with their homework.
- Discuss learning at school with their child, regularly read their exercise books and communicate with teachers via exercise books and the Learning Journal
- Try to provide wider learning opportunities outside of school and strive to be a role model themselves for lifelong learning
- Research ways that parents can positively impact their child's education



CPD @ GTS

Universal	Core	Collaboration		Teaching & Learning Groups	Individual
Whole school events (Ethos)	Thursday afternoon (Pedagogy)	Daily practice (Pedagogy and Curriculum)		Occasional Monday Twilight (Ethos)	(Pedagogy)
"Know Thy Impact"	Exploring a variety of recent research-based Teaching and Learning Strategies	Peer Observation	Coaching Trios	Teaching and Learning groups Hattie: "Know Thy Impact"	Bespoke support from Lead Learners Pedagogy Library Performance Management
Growth Mindset		Collaboration Y.7&8	Learning Walks		
Ethic of Excellence		Action Research	Teachmeet		
		Lessonbox	Cross-phase teaching		

Pedagogy ↔ **Ethos** ↔ **Curriculum**

GTS
DREAM BELIEVE ACHIEVE

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