



POLICY STATEMENT

Teaching and learning is the business of the whole school.

SECTION 1: AIMS

At Lincoln Minster School we undertake to:

- create a happy environment where every pupil can make the most of their ability and have the courage to try new things
- take different abilities into account, positive teaching methods and expectations must be adapted to the academic needs of every individual. Ensure equal opportunities in relation to gender, race, class, special needs and belief
- ensure a standard of excellence of teaching throughout the school through the recruitment and development of teachers who are versatile, hard working, efficient and compassionate to the needs of the individual pupil
- encourage teachers to look upon change and improvements as an integral part of the everyday life of the school, and to further this through formal staff development which is closely related to the needs of the school and the individual teacher
- provide a broad and balanced curriculum where the pupils are given a breadth of knowledge, skills and understanding which extend beyond current national academic expectations and initiatives
- ensure that a variety of skills are taught so that every pupil has the opportunity to discover and nurture their own talents, both academic and non-academic, fostering in them a love of learning

SOCIAL AIMS

- to create an environment where the pupils respect themselves, each other, their own property and others' property rather than a constant pursuit of self-interest
- to create a positive and vibrant community where each pupil feels that they belong and are contributing to the work of the school
- to create an atmosphere where traditional values and respect do matter and where positive virtues such as good manners, compassion and standards are promoted
- to give pupils every opportunity to develop their own sense of right and wrong through positive role models and a developing social conscience
- to respect and adhere to rules and standards, where the need and reasons behind these procedures and rules are clear to all

PASTORAL AIMS

- to develop a pastoral system where the school is sensitive to the needs of every pupil without losing sight of the needs of the majority
- pupils and parents must be confident to approach members of staff with their problems and worries

- to develop a community where parents are seen as an integral part of the process of their child's education through the forging of strong and beneficial home-school relationships

SECTION 2: ETHOS

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential
- providing a welcoming environment, in which courtesy, kindness and respect are fostered
- providing positive role models
- providing a fair and disciplined environment, in line with the school's behaviour policy
- maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement
- effective management of their professional time
- developing links with the wider community
- valuing and celebrating pupils' success and achievements
- reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise
- a commitment of staff to demonstrate appropriate knowledge

EQUAL OPPORTUNITIES

In accordance with the school's Equal Opportunities Policy all children at Lincoln Minster School must be given full access to the Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

This policy is written in support of the school's aims and vision and applies to all members of our school community, including boarders and those in our EYFS setting.

Lincoln Minster School is fully committed to ensuring that the application of this Teaching and Learning Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Treatment Policy document.

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on the school website and on request from the school offices and should be read in conjunction with the following documents: Curriculum policy, Behaviour and Discipline policy, Special Educational Needs, Assessment, Recording and Reporting.

This document is reviewed annually by the Vice-Principal (Teaching and Learning) or as events or legislation change requires

Reviewed: M Jacob, Vice-Principal (Teaching and Learning) June 2011

Next review due: **June 2012**

PROCEDURES

SECTION 3: TIME ALLOCATION

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Teachers will follow the agreed Schemes of Work* with reference to departmental and whole school planning to ensure that programmes of study are effectively covered.

*At Lincoln Minster School in Key Stage 3 we use the National Curriculum 2000 programmes of study as a guide rather than a prescriptive tool.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through

- the provision of appropriate resources
- planning extension activities, which can be carried out by individuals or groups of pupils

CLASSROOM MANAGEMENT AND ORGANISATION:

Management

The learning environment will be managed in such a way as to facilitate different styles of learning

- whole class teaching
- group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- one to one teaching
- conferencing
- collaborative learning in pairs or groups
- independent learning

All areas of the learning environment will be planned for, including where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Learning Support Assistants, Learning Support Teachers and external agencies will be employed to support children with Special Educational Needs, as outlined on their Individual Education Plans.

Behaviour Management

As outlined in the School Behaviour Policy. Each classroom will display the Lincoln Minster School Code of Behaviour poster.

Organisation

- The classroom will be organised to facilitate learning and aid the development of independence. This may require flexibility in the organisation of furniture. The resources in each classroom should be relevant to the curriculum subject and clearly labelled
- Classrooms will be comfortable, tidy and attractive

- Classrooms will contain displays of the children's work. They will be informative, interesting and will change regularly, in order to give opportunities for a range of children's work to be displayed

PLANNING

- Planning will take place termly according to subjects, year groups, or classes. It will be part of the departmental processes, activities and procedures that are managed by the Head of Department
- Examination Board Specifications and Syllabuses should be issued to each subject teacher together with schemes of work. Central copies of these documents should be stored by the Head of Department and should be readily accessible for reference. Suitable evidence of short term planning by each teacher should be readily available for scrutiny by the Head of Department

DIFFERENTIATION

Teachers will differentiate the curriculum by:

- task
- outcome
- teacher / adult support

RECORD KEEPING AND ASSESSMENT

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment, Recording and Reporting Policy.

SCREENING

- All Year 7 and Year 8 pupils will be screened using Midyis and all Year 10 and Year 11 pupils will be screened using Yellis.

All results from these assessments will be analysed and used to inform future planning. Where necessary extra screening will be implemented in consultation with the SENCO and parents.

MONITORING AND EVALUATION

- pupils' work will be monitored and moderated regularly in each of the curriculum areas by the Head of Department
- the Head of Department will observe each teacher in the department at least once a year
- the Deputy Head (Teaching Learning and Curriculum) will observe each teacher in a specified curriculum area at least once a year

- the Deputy Head (TLC) will monitor and evaluate teaching, learning and the curriculum as part of the Quality Management system, and give appropriate feedback to the staff involved. This includes pupil questionnaires, departmental audits, 'light touch' inspections of departments and 'drop in lesson' observations
- the Performance Management/Appraisal system will provide significant opportunities for monitoring and evaluation
- the annual department review will include an evaluation of pupil performance in terms of the school's stated aims and also in terms of national norms.

TEACHING STRATEGIES

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Conferencing
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition/reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies – verbal and non-verbal

Teachers will use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class work. Visitors may be invited in to enhance topics being studied, eg people who help us – Police, Fireman, Dentist etc.

RESOURCES

Each class will be equipped with a basic set of resources and books appropriate to the age range. Specialist resources will be stored in the appropriate curriculum resource cupboard/area/room, and will be regularly audited by the HoD. Consumables will be replenished as necessary by the HoD. Staff may contact the HoD with suggestions for specialist materials which may need ordering.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

SECTION 4: LEARNING PROCESSES

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Lincoln Minster School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

LEARNING STYLES

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning
- Activities for visual learners
- Activities for auditory learners
- Activities for kinaesthetic learners

SECTION 5: ASSESSMENT, MARKING AND RECORDING POLICY

RATIONALE

The process of assessment should enable us as teachers to make decisions about the education of our pupils as we chart their progress and achievements and it should also assist us in the diagnosis and identification of their particular needs. As part of their education children are entitled to have their achievement recognized and used to shape their future learning, thus ensuring progression and continuity. Good assessment strategies enable this to happen.

In other words assessment should be formative as well as summative and must point the way forward in the child's learning process as well as recording the point reached in any given area of the curriculum.

AIMS

In our assessment, marking, and recording processes we aim to gather information which enables us as teachers:

- to evaluate and record each child's attainments and progress and identify individual strengths and weaknesses
- to evaluate our teaching effectiveness and to plan future teaching and learning experiences
- to match work to the needs of individual pupils
- to compare individual and school levels of attainment and progress with that of the wider school population
- to provide reliable information to parents and colleagues about the progress and development of each child

ASSESSMENT

Ongoing Assessment

On the one hand there is the ongoing everyday process of assessing / marking / grading of classwork and homework. The main purpose of this is to provide feedback to pupils on all of their work – guiding, motivating, correcting and refocusing their efforts.

Formalised Assessments

On the other hand there is a more formalised process of assessing, marking, grading carried out at specific times. They include:

- a) Standardised tests
 - NFER tests in Maths, Reading and NVR which are sat as part of the scholarship/entrance procedure into Year 7.
 - MidYis testing which takes place half way through Year 7 and Year 8, and acts as a predictor of future GCSE grades.
- b) School-based topic/end of term/annual tests. These are prepared by the subject teachers and are designed to test pupils' grasp of work covered in most subjects in the curriculum.
- c) The ultimate testing of our pupils takes place at the end of Year 11 and in the Sixth Form with GCSE and AS/A" examinations.

Pupil self-assessment

Pupils should be encouraged at all times to think about their work and their progress and to take responsibility for their learning. Informal discussions between teacher and pupil take place on a regular basis. We recognise also the importance of providing pupils with more formal opportunities to reflect on their own progress, to set their own targets and to record their achievements. Pupils self assessment activities form part of the use of Assessment for

Learning Strategies that are embedded in the planning preparation and delivery of the curriculum.

MARKING

The purposes of marking are:

- to monitor the progress of the pupils
- to determine the standard of knowledge and understanding of the pupils
- to assess mastery of particular skills
- to award grade/mark/comment corresponding to the standard of work
- to correct inaccuracies in the work
- to comment on the presentational skills of the work
- to encourage improvement

It is essential that marking praises positive achievements as well as advising on selective areas where improvements need to be made. Marking should therefore be:

- Consistent
- Motivating
- Constructive
- Clear and easy for students to understand and learn from
- Diagnostic

Departments are expected to devise their own policy that meets these aims in a reasonable manner and of high professional standards.

Departments are therefore advised to mark work regularly and decide how grades / marks / comments are standardised and attributed.

Marking should be consistent within each department so that pupils are aware of the criteria used. However there are some guidelines which should be consistent across each department:

- marks, and not just grades, should frequently be used
- marks should be explained
- work marked should contain formative and summative comments
- work marked should give feedback on success, difficulties and ways to improve
- work should be marked regularly

RECORDING

It is not necessary for teachers to keep records of every single piece of work produced by the pupils but it is essential for them to maintain systematic records of assessments. Departments are therefore expected to devise their own policies for recording but are advised to follow these guidelines.

Each system should be designed:

- to establish a manageable and efficient way of recording
- to standardise recording within the department
- to provide accurate information on progress
- to provide information for written reports and verbal comments to parents
- to help determine the composition of teaching groups
- to decide entry tiers for national tests and external examinations.

Books / folders should be marked on a regular basis, the importance of regular marking cannot be over-emphasised. If homework cannot be collected in immediately for marking it should be initialled by staff to record that it has been completed on time.

Staff should allow for the opportunity to give oral feedback to students, on a regular basis, to explain the marking process and the student's progress.

When students are allowed to mark their own work there must be evidence of regular teacher marking and diagnostic comments.

Staff should use comments that are constructive and diagnostic and should include targets for improvement. These should relate to both attainment and effort. Although this does not have to be done for every set homework there must be evidence of consistent diagnostic marking for each student.

For tasks set with formal assessment in mind, where there is a mark scheme, marks could be given as opposed to grades to enable students to understand exactly what their mark is based on, in line with syllabus criteria.

These in turn will provide evidence of the type of grades students are working towards and will also enable staff to indicate to students the general level at which they are operating.

Departments should agree on a set of notations for use in staff assessment records of what students can do/do well/ need to improve on.

Departments should regularly frequently moderate the marking of pupils work. The exact nature and frequency of the moderation of the marking will be at the discretion of the department.

Staff mark books should be monitored on a regular basis within departments.