Teaching and Learning Policy
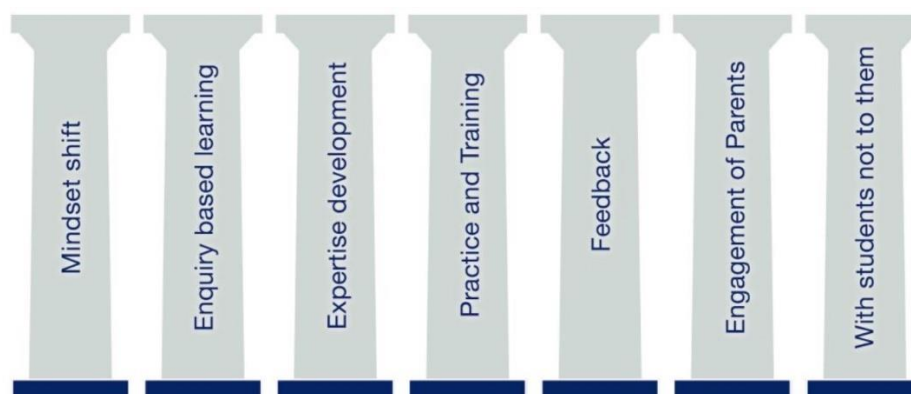
Purpose
The purpose of this policy is to improve continuously the learning and achievement of learners at the College

There is considerable overlap between policies which aim to ensure good teaching and those which aim to promote good learning. However, this policy separates them in order to distinguish between teaching, which is directly under the control of teachers, and learning which the school promotes but which is done by the pupils. Underpinning this policy is the High-Performance Learning (HPL) philosophy to engage the learner in the belief they can learn, progress, achieve and see obstacles as stepping stones. Learning to perform 'highly' is about acquiring skills and attitudes where the learner is resilient, believes that challenges in their learning can be overcome, a rejection of 'can't' to a 'not there yet' belief.

Mindset shift | Enquiry based learning | Expertise development | Practice and Training | Feedback | Engagement of Parents | With students not to them

References
This policy should be read in conjunction with other relevant policies e.g. Assessment and Marking, Curriculum, SEN, Academic Enrichment Policies, School Academic Development Plan.

Learning
Purpose
To ensure a learning environment where learners are systematically supported, guided and encouraged to become effective learners; understanding how they learn and will develop a range of effective learning skills and study techniques to be able to take responsibility for their own learning.

All staff are responsible for creating the conditions for good learning.
Good learning occurs when the conditions are right for it to do so. Pupils can be encouraged or discouraged, enabled or disabled from learning by the learning environment and the management of the school.

The conditions for effective learning are;
A positive environment
A climate within the school and the individual classroom that is orderly; characterised by mutual respect between teachers and learners so intellectual curiosity can be pursued in a safe and supportive environment; confidence enhancing; and challenging.

A commitment to high aspirations shared by teachers and learners.
Attention is given to equipping learners with a range of different learning tools and approaches for pupils to access in order to develop as a confident and independent learner. The focus and high profile of the HPL language in the use and recognition of advanced cognitive performance characteristics (ACPs) and the importance of building positive values and attitudes (VAAs) is evident in day to day teaching and learning activity with the aim to increase in confidence and resilience so learners have the strategies to learn more effectively.

Effective assessment and feedback of progress with strategies to improve
Marking and feedback, whether verbal and informal or written and formal, which encourages, is related to understood criteria and which shows the pupil clearly what is required to improve.

Effective links with parents to encourage high aspirations for their children in order to improve parents' understanding of the content, purpose and procedures of the teaching in the school; and to encourage parents to assist the school in developing their children.
 As part of this we:
Give parents information on courses, homework and examinations;
Give parents adequate, clear and timely information about their child's progress;
Ensure that parents receive warnings of any of their child's shortcomings as early as possible and are also given information of good work that the child has done as soon as possible.

Special Educational Needs & Enrichment
It is particularly important to encourage aspiration and to make appropriate adjustments to make learning accessible. This will involve close co-operation with staff supporting pupils with these additional challenges. Teachers have access to information in the Individual Education Plans (both in hard copy form and electronically) produced at the start of the academic year for learners in receipt of learning support. Teachers are expected to liaise with learning support staff to ensure appropriate provision is made for each learner. All pupils have access to academic enrichment opportunities through each term by means of events, house competitions, visiting speakers, national competitions and STEM challenges. We recognise that learners learn at different pace of travel and our philosophy is not can't but 'not there yet'

Responsibilities
Senior Management Team, specifically Head and Deputies responsibilities are;
To create the conditions for good learning by promoting whole school approaches that encourage enthusiasm for learning and continuous improvement among pupils;
To monitor attitudes to learning across the school, by subject and by groups of pupils;
To monitor achievement across the school, by subject and by groups of pupils;
To establish a programme to develop pupils' study skills and their understanding of their own learning, through time allocated within the PHSE programme.
To intervene where attitudes and attainment are low;
To ensure that all staff are appropriately trained, and are fit and competent to teach in the programmes of study that they are directed to participate in

Head of Department responsibilities are;
To create the conditions for good learning.
To inspire pupils' interest in the subject by promoting it in every way;
To be a leader to staff in the subject in encouraging them to promote the subject and inspire pupils with and interest in it;
To be a leader of staff in the subject in understanding pupils' learning and using this understanding by applying it to their lessons; and
monitor the attitudes and achievements of groups of pupils in the subject.
support staff teaching the subject to create the conditions for learning;
intervene where pupils' attitudes and attainment in the subject are low;
devise materials to assist pupils to meet coursework and examination requirements; and
ensure that all staff are appropriately trained in relevant teaching and learning strategies, and are competent to teach their subject(s).

Reference
[Welcome to High Performance Learning - High Performance Learning (HPL) - Prof. Deborah Eyre](#)

DHA 2021