



## Teaching and Learning Policy

### 1.0 Forest Gate Community School Mission Statement

Forest Gate Community School is a learning community where our students have high aspirations for themselves and each other. We want our students to grow into well-informed, well-balanced and confident citizens. We aim to provide a disciplined, safe environment where children learn effectively and respect each other.

### 2.0 Policy links to School mission, aims and values

Each student will have opportunities to consider how he or she learns best and to develop as a learner. Teaching is inclusive; every student has an entitlement to achieve academically, socially, personally and intellectually to their full potential. All staff have a responsibility for developing the literacy and other cross-curricular skills of their students. Assessment for Learning is at the heart of all teaching at Forest Gate.

### 3.0 Statutory Framework

The framework for professional standards provides the background for teachers' performance management. Teachers' performance will be assessed against the Teachers' Standards as part of the appraisal arrangements in school.

### 4.0 Purposes

The policy is intended to improve outcomes for students in terms of higher standards of attainment and greater levels of progress. For staff it specifies the expectation for high quality teaching and high level leadership and management. The policy will apply to all staff (teaching and support) directly involved in teaching and learning.

### 5.0 Implementation

#### Key elements of the approach to teaching and learning:

#### Before the lesson staff must:

- Refer to the 'Lesson Checklist' (see Staff Handbook). This is applicable to all teachers; it is a suggested approach for all staff, and a non-negotiable for staff on a support programme
- Use prior attainment, data and targets of all students in order that they can plan and deliver differentiated lessons which meet the needs of every student
- Follow the guidance of national strategies
- Have a variety of activities to reinforce learning
- Include the use of starters to engage students at the beginning of lessons
- Make time for plenaries or recap sessions which reinforce and summarise what is being learnt and allows students to reflect on their learning

- Plan lessons that include the use of Assessment for Learning techniques. These will include activities such as making pupils aware of the learning objectives and success criteria for pieces of work, developing the use of questioning techniques, the use of think/pair/share techniques and opportunities for peer and self-assessment; as well as setting clear targets for improvement

#### **At the start of lessons:**

- Teachers will arrive punctually and meet students in the corridors at the start of lessons. Students are expected to come to lessons with the correct equipment and ready to learn. Teachers will support students to become more organised learners, this will include the use of rewards and sanctions, when appropriate. Lessons will start punctually to ensure an orderly and speedy start to learning
- The teacher will set the context for learning, providing the “big picture” and linking learning with previous and future work, whilst using the school’s Assessment for Learning techniques

#### **During lessons:**

- Teachers will ensure a positive atmosphere which encourages students, recognises their achievements, gives plenty of praise, and sets high standards. All teachers will endeavour to ensure a calm and orderly classroom. The teacher will regularly use the school’s AFL techniques to engage students in high quality learning activities and check for understanding

#### **Teachers will establish high expectations by:**

- Being a positive role model and an enthusiastic learner
- Ensuring that there is appropriate challenge in the work set
- Providing clear examples of what good work will look like
- Challenging underachievement on every level
- Using higher order questioning to develop the depth of student answers
- Ensuring that the lesson moves at a good pace
- Enabling students to develop responsibility for their own learning
- Reviewing progress throughout the lesson

#### **At the end of lessons:**

- Teachers will use plenaries or recap sessions to summarise learning, emphasise key points, make links with other work and look ahead to following lessons and enable students to reflect on their learning
- Teachers should ensure that students leave the lesson in an orderly manner so that they can be on time for the next lesson. Teachers should manage corridor behaviour as part of the smooth transition of their class to their next session

#### **Homework:**

- All homework must be set on Show My Homework in accordance with the school policy

#### **6.0 Links with other policy areas**

- Marking policy
- CPD policy
- Induction policy
- Homework policy

#### **7.0 Communication**

Teaching staff and all stakeholders will be kept informed and up to date through regular reporting of events and activities published through:

- Staff meetings, training and INSET
- Line management meetings
- Essential technique videos published on the staff shared area in RM staff
- Teaching and Learning Community programme (TLC)
- Relevant sections of the school's website

#### **8.0 Links with external partners/agencies where relevant**

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular this policy relates to our working closely with LB Newham Professional Development Partnership, Teaching Leaders and Initial Teacher Training providers eg. University of East London, the Institute of Education, Teach First and the School Direct Programme.

#### **9.0 Policy documentation control**

<b>Responsible for review:</b>	<b>Steve Gillatt</b>
<b>Version:</b>	<b>3</b>
<b>Reviewed:</b>	<b>June 2015</b>
<b>Next review date:</b>	<b>October 2018</b>