

Teaching and Learning Policy

Documentation Information

Reviewed by:	Ivanhoe School Local Governing Body		
Last Reviewed:	01.02.24	Next Review:	February 2025
Review Cycle:	1 Yearly		

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1. Aims

This policy aims to:

- › Explain how we create an environment at our school where students learn best.
- › Summarise the expectations of teachers and leaders to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- › Promote high expectations and raising standards of achievement for all students in our school

2. Our guiding principles

At Ivanhoe School we want our students to love learning and be as successful as they can be. We believe we can make a difference, so we aim for the highest quality learning in every lesson, every day. Developing learners is at the core of all we do. We recognise that students learn best in a positive, supportive and consistent environment.

On our journey to excellence, we commit to;

- › Providing a rich and creative teaching and learning community
- › Providing a safe and caring environment
- › Investing in ourselves to ensure everyone achieves success
- › Respecting and valuing everyone and embracing diversity
- › Building strong partnerships within our local community
- › Continually preparing to meet future challenges

3. Roles and Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. Teachers, parents and students work together as outlined in our homeschool agreement, with the intention of giving every student a high-quality educational experience.

3.1 Teachers

Teachers at our school will:

- › Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- › Create a positive climate for learning with first attention to best conduct as the norm
- › Ivanhoe teachers strive for 'Quality First Inclusive Teaching' all day every day – this means ensuring they meet the needs of ALL students, from all backgrounds, needs and abilities through adaptive teaching.
- › Meet all expectations exemplified in the Ivanhoe Quality First Inclusive Teaching (QFIT) handbook written and compiled by Ivanhoe teaching staff and describes the way we do things at Ivanhoe - strategies, routines and expectations.
- › Engage and collaborate in regular trust, school and personal professional development to improve their practice and ensure they can meet the expectations of the Ivanhoe QFIT Handbook.
- › Follow a Personal Improvement Plan (PIP) to develop own teaching as part of our appraisal process.
- › Teach reading, vocabulary and oracy within the context of their subject.
- › Use support staff effectively to have a positive impact on learning.
- › Give feedback in line with subject expectations, that clearly explains to pupils what they're doing well and what they need to do next to continue to improve their work.
- › Track students' progress using a combination of formative and summative assessment and use that data to inform their teaching
- › Provide regular data for students' reports to parents/carers and trust data deadlines.
- › Actively engage parents/carers in their child's learning through our calendared parent consultation meetings, email and phone contact and through parent newsletters and bulletins, including clearly communicating the purpose of home learning.
- › Set and feedback on home work in line with subject expectations.
- › Meet the expectations set out in relevant policies listed at the end of this document.

3.2 Subject Leaders

Subject leaders at our school will:

- › Support their teachers to meet all of their responsibilities as detailed above.

- › Take responsibility for the quality of teaching and learning in their subject area and support their teachers to continually develop their practice regardless of career stage.
- › Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills and sequence lessons in a way that allows pupils to make good progress from their starting points
- › Monitor and evaluated the quality of teaching and learning in their subject through the school's QA processes.
- › Quality assure all subject teachers' data for students' reports to parents/carers and ensure all trust data deadlines are met.
- › Set homework, marking and feedback expectations for their subject and ensure all teachers fulfil them.
- › Drive improvement in their subject working with SLT link, Lead Practitioner and teachers to identify and address development areas through the school QA processes.
- › Provide support for teachers identified in need for example through the implementation of a 'Teacher Improvement Plan'
- › Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data, addressing underachievement and intervening appropriately.
- › Encourage teachers to share ideas, resources and good practice
- › Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- › Meet the expectations set out in relevant policies listed at the end of this document.

3.3 Senior leaders and Lead Practitioners

Senior leaders and Lead Practitioners at our school will:

- › Have a clear and ambitious vision for providing quality first, inclusive education to all students.
- › Celebrate achievement and have high expectations for everyone – students and staff
- › Hold staff and students to account for their teaching and learning
- › Plan and evaluate strategies to secure quality first inclusive teaching and learning across the school
- › Manage resources to support quality first inclusive teaching and learning
- › Provide support and guidance to other staff through coaching and mentoring
- › Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- › Promote team working at all levels, for example by buddying teachers up to support one another where appropriate including trust wide collaborations.
- › Monitor QA processes with SLT subject leader links supporting subject leaders with follow up actions for example training for staff identified as needing support.
- › Meet the expectations set out in relevant policies listed at the end of this document.

3.4 Governors

Governors at our school will:

- › Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- › Monitor the impact of teaching and learning strategies on students' progress and attainment
- › Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- › Make sure other school policies promote QFIT, and that these are being implemented

4. Monitoring and evaluation

Our Quality Assurance Processes ensure we monitor teaching and learning in our school to make sure that all of our students make the best possible progress from their starting points.

Senior leaders and subject leaders will monitor and evaluate the impact of teaching on students' learning through:

- › Conducting learning walks
- › Lesson observations
- › Student book looks/ work scrutinies
- › Student data reviews
- › Gathering input from the student voice
- › Teacher appraisal process

5. Review

This policy will be reviewed every 2 years by Lead Practitioner and delegated SLT members. At every review, the policy will be shared with the Ivanhoe teaching staff and full governing board.

6. Links with other policies

This policy links with the following policies and procedures:

- › Appraisal policy
- › Assessment policy
- › Behaviour policy
- › Curriculum policy
- › Feedback policy
- › Home-school agreement
- › Homework policy
- › Reporting to parents policy
- › SEND policy