



Teaching and Learning Policy

School aims and objectives for learning

The school's core purpose is to ensure a high quality learning experience for all pupils and the quality of teaching is the most important factor which contributes to this. The purpose of this policy is to set out the schools expectations for classroom practice and the responsibilities of different staff in contributing to an outstanding learning environment at Beaumont.

We believe learning will most effectively take place when:

- the environment is secure, stable and stimulating
- students' self-esteem is high
- students understand the purpose of the learning and see relevance to their own experience
- students understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- student questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- students can self assess, know what they need to do to improve and are able to set appropriate targets
- students have opportunities to transfer skills, knowledge and understanding to other contexts

However, we reject the notion of set forms of lessons (e.g that all lessons must be three part lessons) as a constraint to the creativity and craft of the individual teacher. This policy therefore sets out the responsibilities of all those involved in developing the student learning experience

1. Teachers

a. Planning , preparation and delivery of lessons

Teachers should plan lessons:

- which enable pupils to progress in their learning
- which have clear learning outcomes
- which are differentiated for varying needs by task, resources, outcomes and/or method
- which provide pace and challenge for all pupils
- which use effective questioning to direct and challenge pupils



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- which enable pupils to develop higher order thinking skills such as creativity, analysis and problem-solving
- which make appropriate use of ICT and other resources which support learning
- which are informed by a clear understanding of the requirements of external bodies such as examination boards
- which are informed by a clear understanding of pupils' prior attainment
- which engage students
- which allow pupils to work in a variety of ways including independent and collaborative working
- which use positive behaviour management including praise and rewards according to school policy
- which are clearly related to any homework set (see Homework procedure)

b) Marking, Assessment, Recording and Reporting

Teachers should:

- assess pupils' work regularly according to the agreed school procedure (see Assessment, Marking, Recording and Reporting policy)
- use analysis of assessment to inform their teaching and support pupils' progress
- use data to ensure pupils are working to their full potential and set targets to achieve this
- inform parents and appropriate staff within school of any concerns regarding a pupil's progress.

c) Learning Support

Teachers should:

- be aware of the specific learning needs of their pupils
- work with Teaching Assistants and other adults to ensure that pupils are best supported in their learning
- use IEPs or other SEN information in planning for these pupils

d) Continuous Professional Development

Teachers should:

- regularly update their subject knowledge and teaching practice in line with current developments
- discuss teaching and learning at departmental or other meetings in order to share good practice



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- plan their own CPD programme in conjunction with their line manager as part of the performance management process

2. Form tutors

Form tutors are responsible for contributing to and monitoring the progression and well being of individuals in their tutor group and providing advice and support to those pupils both socially and academically.

This is achieved by:

- Monitoring the academic progress and attitudes of individual pupils
- Encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniforms and attendance

3. Subject leaders

Subject leaders are responsible for the effective teaching of their subjects, evaluation of the quality of teaching and monitoring pupil progress.

This is achieved by each subject leader:

- championing teaching and learning in their subject area
- evaluating the teaching of their subject and the planning of lessons
- ensuring curriculum coverage, continuity and progress for all students
- ensuring that department procedures for assessing, recording and reporting on pupil progress are implemented consistently and are in line with whole school policy
- analysing and interpreting data in pupils' performance against school expectations and other comparative data
- monitoring pupils' work and progress by regular sampling of classwork and homework as well as assessment data
- observing teachers in their department at least annually and give constructive feedback.



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4. Heads of Years

Heads of year are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- monitoring the progress and potential of the year group using pupil data to identify areas of underachievement
- maintaining an overview of the experience of pupils in their year group e.g monitoring exclusions, on-call.
- Setting clear expectations for the use of tutor time, Monitor the work of tutors and the quality of tutor time
- Monitoring attitudes to learning e.g through attendance and homework

5. Advanced Skills Teachers

The ASTs are responsible for leading cross-curricular innovations in teaching and learning and supporting developments according to the PSI.

This is achieved by:

- leading specific activities on a cross-curricular basis with a teaching and learning focus e.g learning lunches, training, working groups
- supporting individual staff as required
- keeping up to date with new initiatives in teaching and learning and making recommendations to LT as to which are appropriate for Beaumont.

6. School Leadership Team

The School Leadership team is responsible for the overall quality of teaching and learning across the school.

This is achieved by:

- strategic planning of teaching and learning priorities in conjunction with subject leaders and the ASTs
- supporting individual departments through line management meetings
- ensuring that the plan for school improvement places a high priority on teaching and learning and that structures are put in place to support these priorities



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- monitoring the quality of teaching and learning across the school through activities such as lesson observations, work scrutinies and department reviews

7. Governors

The Curriculum, Teaching and Learning committee of the governing body has oversight of issues regarding the quality of teaching and learning across the school. Key priorities are set out in the Plan for School Improvement which is monitored by this committee.

Specific monitoring activities include:

- review of examination results
- involvement in departmental reviews
- reviewing summary reports of lesson observations
- reviewing specific policies related to teaching and learning

8. Pupils

Central to our ethos is ensuring that pupils take responsibility for their own learning and a belief that high expectations of pupils results in high levels of achievement. Students are therefore expected to:

- have high levels of attendance and punctuality
- come to school prepared to learn: this means coming equipped with appropriate books and other equipment to school as well as with a positive attitude to their lessons
- always have their planner with them as use it as a learning tool
- engage in all lessons to the best of their ability
- ensure that their behaviour is appropriate to support learning
- complete all work and homework to the best of their ability
- act on feedback from teachers about how to progress further in their learning

9. Parents

We recognise that parents play an important role in supporting their children's learning and that the three way partnership between parents, pupils and the school is vital for the success of the individual pupil. The school undertakes to:

- communicate regularly with parents about their child's progress (see Assessment, Marking and Reporting procedure



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- alert parents promptly to any concerns about their child
- give parents accurate and up to date information regarding their child's programme of study (either in written form or via information evenings)
- respond promptly to parental concerns

We expect that parents will:

- support the school in ensuring that their child is working appropriately both at school and at home
- regularly review and sign planners
- engage positively with the school to resolve any difficulties regarding their child
- attend events such as parent's evenings whenever possible

This policy should be read in conjunction with the following policies and procedures:

- Homework Procedure
- Assessment, Marking, Recording and Reporting Procedure
- Literacy Procedure
- Numeracy Procedure
- Sex and Relationships Education Policy
- Examinations Procedure
- SEN policy
- ICT procedure
- Teaching and Learning Policy