



Clifton High School

co-educational nursery pre-school to sixth form

Policy applies from EYFS to Sixth Form	Teaching and Learning
Date policy updated	22.11.2020
Date policy to be reviewed	22.10.2021
Author	Mr C Collins
A shaded area denotes a regulation to which all schools must comply	

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.

Related Policies

- Assessment and Reporting
- British Values
- Curriculum
- Enhanced Learning
- Gifted and Talented
- Marking
- Misconduct and Discipline
- Rewards

Aims

The aim of this policy is to create a document that offers practical guidance to teachers. This policy should be a focus for discussion and development in order to maintain and improve teaching and to ensure a high quality of teaching and learning throughout Clifton High School.

We believe that

- Excellent teaching and learning are characterised by supportive teachers with high expectations
- Motivated and happy pupils achieve their full potential
- The learning environment should be caring, challenging and stimulating
- Pupils should feel confident and valued in their contributions - regardless of ability, gender or culture
- The curriculum must be balanced and broad based - designed to cater for individual needs and develop individual brilliance

Actions Summary: Teaching and Learning

Teachers are expected to

- Enable pupils to acquire new knowledge and make progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught
- Foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves and be self-motivated
- Deliver well-planned lessons, use effective teaching methods, suitable activities and wise management of class time
- Show a good understanding of the aptitudes, needs and prior attainments of individual pupils, and ensure these are considered in the planning of lessons
- Demonstrate good knowledge and understanding of the subject matter being taught
- Utilise effectively classroom resources of a good quality, quantity and range

- Work with other staff, including teaching assistants and the enhanced learning department, to ensure pupils receive the support they need to make progress
- Use a framework to assess pupils' work regularly in line with the school's Marking and Assessment and Reporting Policy
- Uses information from assessment to plan teaching so that pupils can progress
- Utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly in line with the school's Behaviour Policy and the Contract of Behaviour Code and School Rules
- Teaching must not undermine fundamental British Values of Democracy or discriminate against pupil's contrary to part 6 of the Equality Act
- Teaching must not undermine the rule of law, individual liberty and mutual tolerance and respect for those with different faiths and beliefs
- When teaching political issues, it is important that pupils are offered a balanced presentation of opposing views. The school strongly opposes the promotion of partisan political views

Pupils are expected to

- Show a positive attitude towards and become increasingly more responsible for their own learning
- Meet the expectations of the schools' Contract of Behaviour Code and School Rules and the expectations expressed in the pupils' version of the school's aims
- Work together and support and respect each other's learning
- Be prepared to contribute towards the whole school and wider communities

Parents are expected to

- Take an interest in and support their child's learning
- Maintain good communication with the school using the tutor/class teacher as the first point of contact
- Attend parents' evenings
- Keep the school well informed of any relevant factors which might affect their child's progress

Teaching and Learning

Lessons should

- Start punctually and formally
- Be well planned and paced
- Involve all the pupils
- Allow pupils the ability to work alone and with their peers
- Allow pupils the opportunity to reflect on their own work and the work of others where appropriate
- Be interesting and based on more than one activity/task
- Make effective use of ICT where appropriate
- Be differentiated to allow all pupils to make progress in line with the learning objectives
- Resources should be of a good quality and differentiated to the needs of the pupils
- Be conducted in an environment of praise and encouragement
- Start with a brief introduction to the lesson that includes sharing the learning objectives with pupils (where appropriate)
- End with an opportunity for pupils to reflect on their learning

Teachers should

Maintain a well-disciplined classroom by

- Ensuring pupils settle quickly and quietly at the start of a lesson
- Challenging any pupil who does not meet expectations of behaviour in line with the school's Misconduct and Discipline Policy
- Noticing and be responsive to pupils who are off task
- Not allowing any pupil to disturb the learning of another

- Regularly changing seating plans
- Ensuring pupils leave the classroom tidy, leave on time and in an orderly manner

Maintain a good working relationship with pupils by

- Addressing pupils by name
- Involving all pupils in question/answer sessions, not just those with their hands up
- Circulate, questioning, offering guidance, encouragement and praise
- Encouraging pupils to articulate ideas in good, spoken English
- Being responsive to the progress of pupils by having support and extension tasks available
- Maintaining an atmosphere of mutual respect
- Being calm, consistent and fair
- Adhering to the Misconduct and Discipline Policy in the event of pupils not meeting expectations for teaching and learning

Monitoring of Teaching and Learning

The quality of teaching and learning is monitored by the Assistant Head - Teaching Enhancement and Quality Assurance, Heads of Department and the Deputy Heads of School in line with the school's quality assurance processes.

Covid Adjustments

Rooming has been arranged so that pupils are taught in bubble areas for year groups or for small combinations of year groups, e.g. Year 12 and Year 13 together make a bubble.

The only rooms that are used by more than one bubble, within the same day, are those that contain essential equipment for the running of practical work. In each of these cases, specialist equipment is cleaned and sterilised after use, before pupils from the next year group/bubble uses it.