

# Queen Elizabeth School Teaching and Learning Policy

**Approved by:** The Trust Board **Date:** December 2020

**Last reviewed on:** December 2020 **By :** Hayley Gray

**Next review due by:** December 2021

# Principle

Scholarship and Care is at the heart of our Teaching and Learning policy, which incorporates our 10 values and successful learner model, as well as our definition of how outstanding learning happens and what outstanding teaching involves. Our aim is to educate all our pupils to the highest possible standards; to make their education an enjoyable and stimulating experience, by nurturing their ability, supporting and guiding them in their learning and creating opportunities and challenges that will not only stretch their abilities but also maximise their individual potential and develop the skills, attributes and values needed to become lifelong learners.

# Aims

- to enable every pupil to develop the attributes of the successful QES learner
- to develop the QES core values within every member of our community
- to ensure that each child is able to achieve the ECM outcomes
- to achieve outstanding teaching and learning
- to develop lifelong learners, able to flourish in an over changing world

# Outstanding Learning

We believe that outstanding learning happens when:

- the learning environment is appropriate
- the teaching is genuinely responsive
- assessment is used to guide pupils' progress so that pupils know where they are heading and how to get there
- pupils are aware of high expectations and confident of working towards them
- pupils develop increasing independence and consolidate and prepare for learning
- pupils are given opportunities to develop creativity

## 1. The Learning Environment

- a) managing seating arrangements so that pupils work with a range of different people during the year
- b) creating the expectation that everyone should be thinking by using appropriate responsive teaching ( AfL techniques)
- c) managing behaviour so that the environment is safe and comfortable so that learners can take risks and think aloud
- d) ensuring that the physical environment is safe, comfortable and conducive to learning
- e) creating aesthetically pleasing and visually captivating displays where pupils' work is celebrated and learning opportunities are reinforced
- f) being aware of the impact your relationship with your pupils has
- g) creating safe social environments

## 2. Responsive Teaching

- a) reviewing and understanding prior learning
- b) checking your pupils' learning throughout the lesson to make sure that they are all understanding

- c) altering your strategies and plans to accommodate all students
- d) being aware of the diversity in your classroom and using it as a resource: who needs supporting? who needs challenging and taking out of their comfort zone?
- e) using questioning and participation techniques to make sure that no-one in your classroom is allowed to opt out of thinking
- f) listening carefully to pupil voice

### 3. **Assessment**

- a) using high quality feedback – verbal and written- so that pupils know what to do to improve
- b) making assessment objectives clear from the outset
- c) ensuring pupils know ‘where they are at’, ‘where they are heading’ and ‘how to get there’
- d) ensuring that pupils spend time responding to your assessments and feedback and that they understand it
- e) using rigorous formal assessments that have integrity and form an integral part of learning within your discipline so that they are properly developmental

### 4. **High Expectations**

- a) pupils are expected to contribute, listen to each other, and respect each other’s contributions
- b) using prior data to set challenging targets
- c) celebrating success
- d) rewarding effort and risk taking
- e) stretching able learners
- f) using praise and positive/encouraging language
- g) being a role model for behaviour and learning

### 5. **Independence**

- a) insisting that pupils consolidate and prepare for every lesson as part of a natural study regime
- b) supporting pupils in planning longer tasks
- c) ensuring pupils are able to apply skills, and giving them opportunities to decide which skills are needed to solve a problem
- d) encouraging the setting of personal goals
- e) setting appropriate homework and liaising with parents to support home learning
- f) working with ICT and the Libraries to promote information literacy and higher order skills of synthesis and evaluation
- g) modelling ways to learn in your subject
- h) supporting note taking and revision with sufficient forward planning

### 6. **Creativity**

- a) using tasks that can be easily extended (open tasks)
- b) developing problem-solving tasks that have extension built in (rich tasks)
- c) working through subject disciplines towards mastery
- d) creating an environment in which pupils are able to take risks and generate ideas
- e) allowing students ‘thinking time’ or ‘discussion time’ to develop ideas and solutions
- f) understanding that creativity culminates in the production of something original

# Outstanding Teaching

We believe that outstanding teaching involves:

- the creation and maintenance of excellent relationships with pupils
- high levels of subject expertise
- sophisticated knowledge and understanding of child development
- the ability and determination to be genuinely responsive
- a broad repertoire of teaching roles including subject specialist, form tutor and mentor, teaching beyond the one hour lesson ( e.g. immersion days, field trips etc)
- a commitment to career long development of skills
- a demonstration of core values and successful learner attributes in and out of the classroom

## 1. **Excellent Relationships**

- a) being in control of your own emotions so that you are consistent and fair, patient and trustworthy, calm and polite
- b) having clear and consistent boundaries
- c) engendering trust
- d) respecting all the children in your care
- e) taking time to speak to children individually
- f) being aware of pupils' strengths and weaknesses (and your own?)
- g) advising parents about their child's home learning needs
- h) being in control and insisting on high standards and excellent effort
- i) talking about the QES values and relating them to when things go right
- j) getting involved in the community and seeing your pupils achieve and contribute beyond your classroom

## 2. **Subject Expertise**

- a) showing passion and enthusiasm for your subject
- b) keeping up to date with your subject
- c) understanding how to deconstruct/ model/ articulate ways of thinking unique to your subject
- d) knowing how your subject contributes to the development of the QES learner
- e) knowing how your subject contributes to careers and pupils' futures
- f) knowing how to revise in your subject
- g) knowing the latest National Curriculum guidance for your subject, including PLTS progression and cross- curricular dimensions
- h) articulating how the creative process happens in your discipline
- i) evaluating the success of your lessons/resources/knowledge

## 3. **Child Development**

- a) being aware of pedagogical issues
- b) understanding the different ways children learn
- c) pitching language appropriately
- d) understanding progression through the stages of a child's development
- e) taking a holistic approach to young people and incorporating pastoral issues into your teaching
- f) teaching SEAL

## 4. **Responsive Teaching**

See Outstanding Learning section 2

5. **Teaching Repertoire**

- a) seeing yourself as both a subject specialist and a teacher of children
- b) taking your pastoral responsibilities seriously: developing your skills as a form tutor/ learning coach etc.
- c) working in teams to deliver flexible learning, e.g. immersion days
- d) adapting your teaching to accommodate an increasingly creative approach to curriculum planning and changes to provision and resources
- e) having a range of strategies, being challenging, creative, varied, flexible, interesting, inspirational

6. **Development**

- a) taking responsibility for your own development
- b) reflecting on strengths and areas for development
- c) managing your own learning to develop your skills and expertise

7. **Demonstrating**

- a) always behaving in a way that demonstrates the QES core values and the model of a successful learner
- b) leading by example
- c) showing enthusiasm, patience, politeness, respect
- d) modelling learning attributes, including being at ease with doubt!

# The Successful Learner at QES

To develop good study habits I need to:

- Listen carefully
- Concentrate properly
- Get on with my work straight away in lessons
- Get better at something by practising
- Prepare for tests and exams by revising properly
- Be organised and plan ahead

To take responsibility for my own learning and develop my resilience and independence I need to:

- Use advice from my teacher to get better
- Learn about some things all on my own
- Have a go at something even if I'm not sure I'm getting it right

To be able to manage the social aspects of learning I need to:

- Learn about some things by working with other people
- Make sure other people can learn
- Help other people to learn

To develop my creativity and curiosity I need to:

- Come up with my own ideas
- Accept different ideas about things
- Work at problems and come up with ideas about solving them
- Ask questions about something in order to learn more
- Get really interested in a topic or subject and find out more about

To be able to understand how I learn and be able to discuss that properly (learning awareness) I need to:

- Explain how I learn in different subjects
- Decide I'm going to get better at doing something and really try to improve
- Learn how to do something in one subject and then use what I've learned in another