



THE JUNIOR AND SENIOR SCHOOL

TEACHING AND LEARNING POLICY

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This Policy was prepared by the Teaching and Learning Committee. The group was formed to produce a working document that will help raise standards of teaching and learning at all levels and to help develop staff confidence and expertise.

The Teaching and Learning Committee consists of subject teachers, middle leaders and members of the Senior Leadership Team.

Amendments have been made to the Policy after careful consultation with the Middle Management Teams (Academic and Pastoral) and the Senior Leadership Team.

Key Principles of the Policy

The core purpose of our School is to provide excellent, innovative and creative education that enables all students to realise their full potential and to enjoy a fulfilled life as confident, compassionate and healthy members of the global community, continuing to learn, and contributing to a better world for all.

The Teaching and Learning Policy is central to The Junior and Senior School's ethos of continuous improvement. We recognise that the success of our School and of our students is determined by the quality of teaching and learning here. We will ensure that all students have the opportunity to learn, develop and achieve to the best of their ability.

Aims of the Policy

- To ensure that students of all abilities are provided with high quality learning experiences
- To provide a safe, stimulating learning environment for all students and teachers
- To raise attainment by increasing levels of student motivation, participation and independence
- To provide a framework for teaching and learning that allows for creativity and flexibility
- To provide clarity and consistency in approaches to teaching and learning
- To provide a focus for professional development
- To inform teachers, students, parents and the wider community about the processes of teaching and learning
- To identify specific areas of responsibility at an individual, departmental and whole school level

Monitoring and Evaluation of Quality of Teaching and Learning

Our School is committed to a formal programme of Continuous Professional Development in order to improve teaching and raise standards of achievement. We aim to improve School performance by developing the effectiveness of individual teachers and teams. All teachers should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed. Staff members agree and review priorities and objectives which relate to our School Improvement Plan and the assessment of their performance informs our School Self Evaluation.

For further information please refer to The Junior and Senior School CPD Policy.

A Definition of Learning

Learning is a process of development by which an individual makes sense of a new experience. It does not happen all at once but is an ongoing process dependent on existing knowledge, behaviour, values and skills. Learning allows us to perceive the world around us differently at different stages in our lives enabling us to understand and therefore evolve further.

Learning Theories

What are Learning Theories?

Learning theories are attempts to describe how people learn, thereby helping us understand the complex process of learning. There are many theories of how people learn and it is useful to consider their application to how our students learn.

Reinforcement Theory: the learner will repeat the desired behavior if positive reinforcement follows the behaviour.

Cognitive Approach: the emphasis is on the importance of experience, meaning, problem-solving etc.

Holistic Learning Theory: All aspects of the individual (e.g. emotion, intellect, intuition) need to be stimulated if learning is to take place.

Facilitation Theory: the educator acts as a facilitator by establishing a comfortable environment where learning can take place.

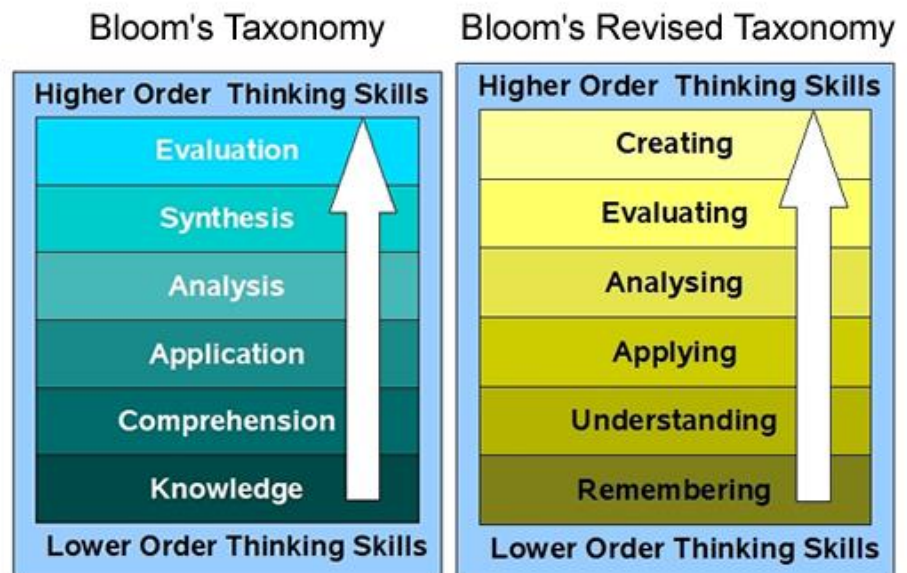
Why consider Learning Theories?

Teaching and learning activities can be designed and implemented to take principles of learning into account. It is also interesting to think about individual differences among learners and to work towards including activities that have variety and interest for all learners.

(Adapted from The Oxford Centre for Staff and Learning Development, Oxford Brookes University)

What is Bloom's Taxonomy?

Bloom's Taxonomy categorises and classifies levels of learning that occur in the classroom setting. Bloom's Taxonomy contains three overlapping domains: the cognitive, psychomotor and affective. Within the cognitive domain Bloom identified six levels: knowledge, comprehension, application, analysis, synthesis and evaluation. Bloom's Taxonomy was later revised to reflect work in the 21st century.



It is important that teachers do not just teach using the lower order thinking skills but also challenge students by applying higher order thinking skills in their lessons. Students learn better when they are analysing, evaluating and creating.

Multiple Intelligence and Learning Styles

Conceived by Howard Gardner, Multiple Intelligences are said to be seven different ways to demonstrate intellectual ability and how students process information in different ways. Please see <https://www.tecweb.org/styles/gardner.html> for further information. An awareness of Multiple Intelligences was said to help teachers plan lessons which could give students of all abilities and differing strengths the opportunity to learn. Learning styles (VAK) are different approaches to or ways of learning and discovering how each child learns that were said to help teachers plan and teach to individual students more effectively. The latest research shows that when students process and retain information, there is no dominant biological style, and that when teachers try to match their teaching to a perceived learning style, there was found to be no benefit to students. The study highlights the value of learning through multiple ways, which is said to be an effective way to boost memory and understanding. Furthermore, when students use more than one medium to process a lesson, learning is more deeply programmed and information is more easily retained.

(Adapted from, <https://www.edutopia.org/multiple-intelligences-research>)

Some Do's and Don'ts

Do:

- Give students multiple ways to access information: Not only will lessons be more engaging, but students will be more likely to remember information that's presented in different ways.
- Individualize lessons: You should differentiate lessons, even if students don't have a single dominant learning style. Avoid a one-size-fits-all method of teaching, and think about students' needs and interests.
- Encourage student growth by letting them express themselves in different ways using their strengths.

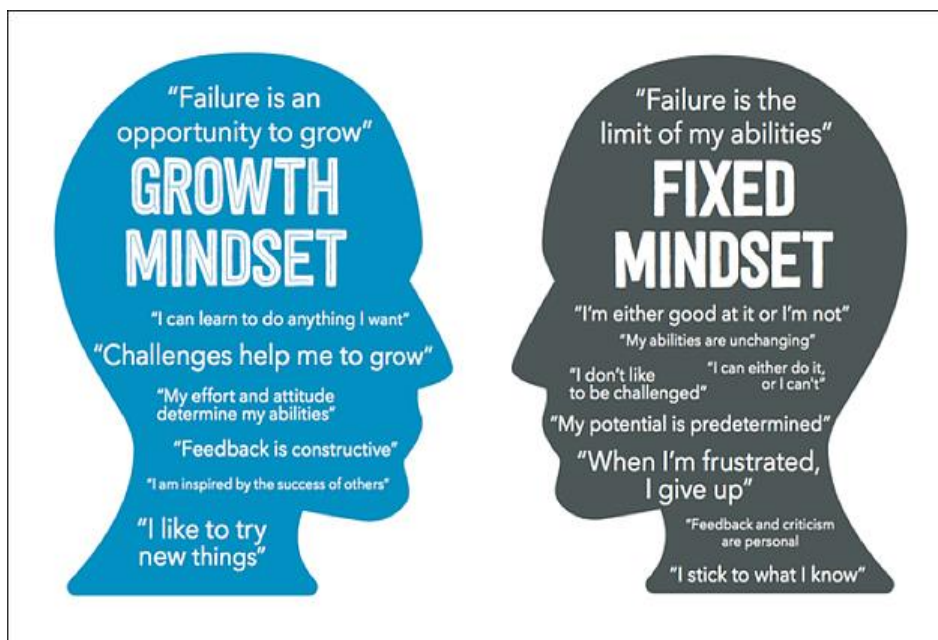
Don't:

- Label students with a particular type of intelligence: By pigeonholing students, they are denied opportunities to learn at a deeper, richer level. Labels, such as "book smart" or "visual learner" - can be harmful as they can discourage students from exploring other ways of thinking and learning, or from developing their weaker skills.
- Try to match a lesson to a student's perceived learning style: Although students may have a preference for how material is presented, there's little evidence that matching materials to a preference will enhance learning.

Growth Mindset

Growth mindset is the belief that an individual's abilities can be developed, improved upon, and cultivated - a belief that success can be learned. A growth mindset leads to increased motivation and a love of learning, thus leading to higher achievement. Additionally, it shows students' resilience and not giving up. 'I can't do it **yet...**'

That's why we believe inspiring the growth mindset in our learners is one of the best things we can do for them beginning in the early years.



FACE and Teaching Backwards

Teaching backwards is a thinking process that requires teachers to plan and teach backwards from a clear and well-defined starting point. This starting point could be a model of a high quality piece of work (WAGOLL) that shows learners exactly what standard they are expected to have achieved by the end of a learning module or it could be a clear description of the attitudes, skills, and habits that the class are expected to be demonstrating by the end of the school year.

FACE

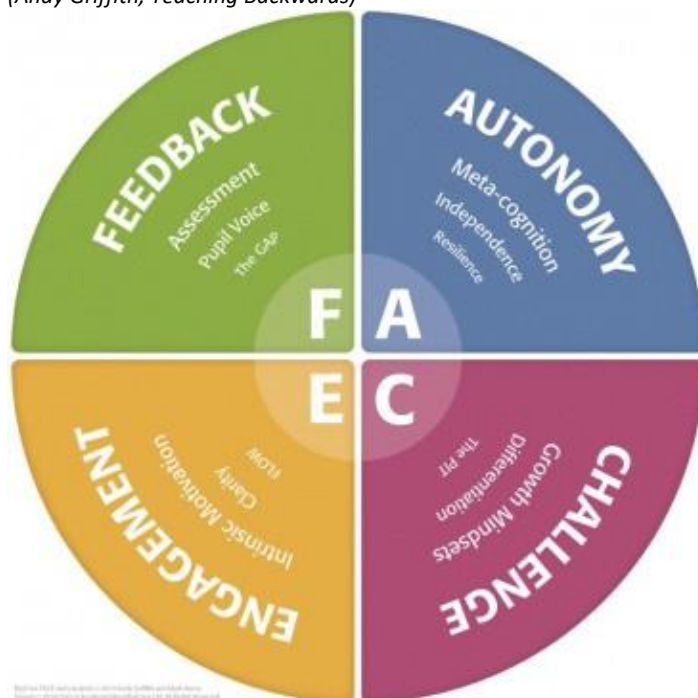
Feedback - This is ranked as having a high impact on student progress, but only when it is done well. Both teachers and learners need to have clarity about the learning ‘gaps’ that exist between their current position and what success looks like. They also need to know how to close these gaps. Without this knowledge, learners remain dependent and can ultimately become de-motivated. High quality feedback also relies upon both the teacher and all learners having a growth mindset, craving feedback and using it to adapt what they do next.

Autonomy – This involves building the knowledge, attitudes, skills and habits (KASH) of learners so that they can be more independent of their teachers. The aim as teachers is to make themselves redundant. Redundant because learners have the right KASH to thrive in the next step in their education, be it secondary school, university or the world of work.

Challenge – Asking questions lies at the very heart of learning. Questions prompt learners to think more deeply about key concepts. Challenge is crucial to learner engagement and, because learners are thinking more deeply about what they are being taught, to their ability to remember new learning.

Engagement – Without engagement, teaching and learning is ineffective. Some believe that with the rise of technology, it is becoming more difficult to get learners to engage with learning and concentrate for long periods of time. Motivational triggers can be used to engage learners by getting learners into a state of “FLOW”. A state where they are absorbed in their learning. All this can mean more active learning and enjoyment for learners and greater job satisfaction for teachers.

(Andy Griffith, Teaching Backwards)



Criteria for an Outstanding Lesson

What makes an outstanding lesson?

An outstanding lesson should include the following characteristics:

- Teachers have consistently high expectations of all students.
- All students are aware of the learning objective/outcome of a lesson.
- There is evidence of progress in students of all abilities. Some students make exceptional progress but all students are confident that they have achieved something.
- Each individual student's learning is effectively checked throughout the lesson.
- There is clear evidence of enthusiasm and enjoyment in the classroom.
- The teaching is exciting and interesting, encouraging students to work to the best of their ability.
- All students are involved in the lesson and contribute in some way.
- Teaching methods are inclusive and are used with sensitivity to match the content and ability of the students.
- Students are monitored and assessed throughout the lesson.
- There is clear use of Assessment for Learning.
- Regular and constructive feedback is given which encourages and guides students into improving their performance.
- Students are encouraged to make use of additional resources, including homework activities, to enhance their learning.
- There is a warm and supportive atmosphere in the classroom conducive to learning.
- The classroom is a lively and interesting environment.

Effective teaching promotes effective learning.

Checklist

When planning a lesson do you:

- Refer to Schemes of Work to ensure that your learning objectives/outcomes are included?
- Create a detailed lesson plan appropriate for the needs of the group and the subject?
- Organise the room layout and resources to provide learning opportunities in line with the lesson plan?
- Differentiate to meet the needs of all your students including SEN/EAL/G&T students?
- Relate the learning experience to the students' lives?
- Identify homework opportunities to reinforce learning?

At the start of the lesson do you:

- Challenge latecomers promptly and effectively?
- Review previous lesson by eliciting from students key objectives in order to consolidate and reinforce learning?
- Communicate learning objectives/outcomes to the learners and ensure they understand them?

During the lesson do you:

- Vary teaching and learning activities? Take into consideration different learning styles, multiple intelligences and abilities.
- Create an inclusive classroom by differentiating and varying your tasks to meet all abilities?
- Give clear information (written or oral) to your students? Guide your students through the tasks.
- Create a positive and constructive atmosphere? Show interest and enthusiasm.
- Pace your activities appropriately?
- Refer to previous knowledge and/or experiences to facilitate learning?
- Use effective questioning techniques which challenge the learner to think more critically and which help you check learning?
- Ensure that all students are working productively?
- Provide clear feedback throughout the lesson?

At the end of the lesson do you:

- Review lesson objectives?
- Check what students have learnt?
- Link the lesson to the next lesson to communicate continuity to students?
- Bring the lesson to a tight close?

Promote good behaviour by:

- Greeting your students.
- Being positive and encouraging.
- Rewarding and praising students – make them feel good.
- Challenging poor behaviour promptly and discreetly.
- Establishing a routine. Ensure students are aware of their responsibilities and your expectations of them in the classroom.

Features of an 'outstanding' lesson.



Please refer to 'The Junior and Senior School Teaching and Learning Toolkit' for a comprehensive guide to the above features.

Provisions for Inclusion

The Junior and Senior School is highly committed to inclusive teaching and learning. An inclusive school ensures that all students of any ability are given equal opportunities of access and achievement in the mainstream classroom.

An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and the well-being of every young person matter. This shows, not only in their performance, but also in the ethos and willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way, rather, it involves taking account of pupils' varied life experiences and needs.

Students in an inclusive school/classroom will:

- have an equal chance of access and achievement in the mainstream classroom;
- be taught in ways that take account of their varied life experiences, and needs, including their language needs;
- have their progress regularly monitored and evaluated;
- be held into the pace of learning through the setting of high expectations for all and the targeting of additional support so that they can access learning at an appropriate level;
- be supported so that any barriers to learning can be addressed and overcome.

The following groups should be considered:

- Special Educational needs (SEN)
- English as an Additional Language (EAL)
- Gifted and Talented (G&T)
- Students who have arrived at school after the normal point of entry.

Please refer to 'The Junior and Senior School Teaching and Learning Toolkit' and the relevant Policies for more information and guidance on inclusive teaching and learning.

Schemes of Work

Schemes of Work ensure that long-term planning is in place; they map out the teaching of a subject over the year and sequence work into a coherent whole. It is important for a teacher to refer to them when planning lesson objectives/outcomes, activities and feedback. They are an integral part of the planning process.

*A Scheme of Work answers the questions:
What am I going to teach? How am I going to teach it?*

Schemes of Work should include:

- A timeline
- Resources
- Skills to be developed including higher order thinking skills, independent learning skills and skills relevant to individual subjects
- A wide variety of teaching strategies, teaching models and activities.
- Opportunities for homework
- Learning objectives and outcomes
- Opportunities for differentiation

Digital Learning

As a Microsoft School we are highly committed in raising attainment in ICT and all other subjects by incorporating digital learning where possible.

We are dedicated to offering a curriculum with full access to the latest technologies and software. From Year 3 all students are given 365 Microsoft accounts and begin to familiarise themselves with the apps during lessons or homework tasks that are given. New technologies are used in many lessons across the school as part of blended learning and Office 365 is used by staff and students to share documents/good practice related to learning.

In 2018 the school embarked on a laplet scheme. In Year 3 and 4 a set of 24 laplets were purchased and in Year 5 and 6, 48 laplets were bought, 24 for each year group. In September 2019, all Year 7 students will be invited to buy a laplet for use at school and home. We are hoping that this scheme will continue to be rolled out in subsequent years.

The philosophy for implementing the 1-1 Laplet scheme is:

- To ensure equality of access to the internet at school and at home
- To prepare students for working and living in a digital age
- To support self-led research and problem solving
- To improve the quality of feedback, home learning and collaboration
- To provide new and innovative ways for students to learn

With the digital world developing so fast we are extremely proud of our students' and teachers' innovative use of technology to enhance the teaching & learning experience all students have. The laplets are utilized for learning activities which provide multiple pathways to subject knowledge and understanding in new, creative, engaging and exciting ways to learn.

Roles, Responsibilities and Expectations

Students:

Students are expected to:

- take responsibility for their own learning and strive to become independent, life- long learners
- see their teacher as someone who is there to advise and guide them through their learning and are expected to request assistance when they deem it necessary
- persevere when things do not go as planned
- contribute to activities and learning in lessons to the best of their ability; they should be proactive in clarifying what has not been fully understood
- approach their learning with enthusiasm and positive attitude
- select appropriate learning resources to help develop their learning, accessing a wide variety of sources and using appropriate methods to present their work
- focus on learning activities in lessons, and be prepared to put effort in these activities

- be organised and come to lessons on time with the correct equipment for their learning activities.
- ensure that all their work is neat and accurate and well presented
- behave in a manner that allows themselves and others to learn. (This includes listening to others with sensitivity and respect and supporting their classmates when they are developing their ideas)
- meet deadlines. (When this is not possible, they should communicate the reason to their teacher and be prepared to submit the work within a defined deadline)
- be polite and respectful to others; they should comply with the school rules for excellent behaviour.

Teachers:

An effective teacher should:

- be enthusiastic and passionate about his/her subject
- know his/her subject and constantly seek to improve subject knowledge
- know his/her students
- teach using a variety of methods and techniques
- set clear objectives that are structured to reflect his/her students' abilities
- set work with scaffolding suitable for his/her students' abilities
- assess work regularly in a positive and helpful manner
- monitor his /her students' performance against previous performance and against estimates of their ability
- reflect upon how he/she teaches and how his/her students learn
- talk often and regularly to his/her colleagues about teaching and learning
- reinforce the positive attitude, ethos and mission of the School
- have regular communication with parents

Expectations of Parents:

All parents of The Junior and Senior School students are expected to:

- respond to requests to support their children's education
- support the staff and adhere to all School policies and the Code of Conduct
- attend Parent Consultation Days
- support and encourage learning at home
- ensure their children arrive at school on time, appropriately dressed and properly equipped for the day's activities
- ensure their children attend school regularly
- keep dental and medical appointments out of school hours if possible
- avoid any family holidays during term time

Other Roles and Responsibilities:

Board of Governors

- To approve the implementation and monitoring of the policy.

Senior Leadership Team

- To monitor and evaluate the implementation and impact of the policy
- To modify and update the policy in the light of educational developments and the changing needs of the School
- To provide appropriate support, training and resources for departments and individuals to be able to implement the policy

Subject Teams

- To be responsible for the production and co-ordination of schemes of work which reflect the principles and aims of the policy
- To monitor and evaluate consistent implementation of the policy at team level
- To monitor the impact of the policy on student performance and progress
- To provide appropriate support to team members through training, materials or coaching.

Pastoral Teams/Year Group Leaders

- To monitor the impact of the policy on student performance, progress and well being
- To support students to achieve their full potential
- To support subject teams in their implementation of the policy

All members of the School Community

- To be aware of the principles of the policy
- To keep those principles at the centre of all their work

Ad-hoc Committees

- To meet as and when needed to review any aspect of teaching and learning and consider and implement changes.

The Junior and Senior School Homework Policy

RATIONALE

"Homework is part and parcel of a good education – along with high quality teaching and strong discipline"

(Department for Education spokeswoman)

Homework is work set to be done outside the timetabled curriculum and contains an element of independent study as it is not usually supervised by a teacher. It is important in raising students' achievement.

Homework enhances students' learning, improves achievement and develops students' study skills. It is an integral part of the curriculum and as such requires careful planning and integration into the scheme of work for each area of the curriculum.

THE PURPOSE OF HOMEWORK

Homework enables students to:

- consolidate, practise and extend work covered in class
- prepare for new topics to be delivered in class
- access resources which may not be available in the classroom
- develop research skills
- develop the practice of working independently
- demonstrate progress and understanding
- develop their study skills
- involve parents through cooperation and support
- work at their own pace through differentiated material

DEPARTMENTAL/FACULTY HOMEWORK POLICY

All Departments/Faculties or Year Groups have a homework policy detailing:

- when homework should be set
- how much homework should be set
- different types of homework which can be set
- the place of homework in the scheme of work
- how homework will be marked and monitored

HOW MUCH HOMEWORK SHOULD BE SET?

The School has a homework timetable which is reviewed and amended accordingly every academic year. The following table outlines the amount of homework each year group should have for each subject on a weekly basis.

YEAR GROUP	DAILY AMOUNT OF HOMEWORK	HOURS PER SUBJECT PER WEEK
Reception, Years 1 and 2	20 – 25 minutes	Reading and English: 15 – 30 minutes Greek language: 5 – 10 minutes
Years 3 and 4	Approximately 1 hour 40 minutes	Reading and English: 1 hour 10 minutes Greek language: 30 minutes
Years 5 and 6	Approximately 1 hour 50 minutes	Reading and English: 1 hour 20 minutes Greek language: 30 minutes
KS3 (Years 7, 8, 9)	1 hour 30 minutes	Maths and Main Language: 1 hour 30 minutes English and Science: 1 hour Geography, History and IT: 30 minutes
KS4 (Years 10, 11)	3 hours	All IGCSE subjects: 2 hours. In addition students will be required to revise and make revision notes.

Note: The above times are to offer a guideline, as the time spent on homework varies by year group, particularly in years 5 and 6.

Key Stage 5 Homework Policy

No formal homework timetable is set at Key Stage 5. Each subject aims to set at least 3 – 4 hours of homework per week. Students are given sufficient time to balance the demands of each of their subjects. There are high expectations of 'A' Level students with regard to lesson preparation, research and homework, independent work and coursework deadlines.

In the event that homework has not been completed, teachers should follow the procedure outlined in the School's Academic Concerns Policy.

GIVING EFFECTIVE HOMEWORK

It is vital that homework is communicated to students at a point in the lesson when it is possible to give instructions. Teachers should allow time for explanations and questions. Students should record the homework task in their planners.

Homework tasks should be clear in terms of:

- what is expected of each student
- when it is to be completed by
- where it is to be done

Careful consideration should be given to the needs of EAL and SEN students in setting homework. Differentiated tasks should be considered.

All homework should be planned as an integral part of the learning.

THE STUDENT PLANNER

Homework activities should be recorded by all students in the Student Planner. This enables parents to be informed of the homework tasks set each week by each subject area. Teachers may also use the Planner to communicate concerns about homework to the parents.

OFSTED Grade Descriptors

Grade descriptors: quality of teaching in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

Good (2)

- Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately at all key stages. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework and well-targeted support and intervention, are matched closely to most pupils' needs, including those most and least able, so that pupils learn well in lessons.

Requires improvement (3)

- Teaching requires improvement because it is not good.

Inadequate (4)

- Teaching is likely to be inadequate where **any** of the following apply:
- As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making inadequate progress.
- Pupils cannot communicate, read, write, or apply mathematics as well as they should.

ISI Grade Descriptors

Grade descriptors for ‘The quality of the pupils’ achievements and learning’

The grade descriptors are exemplars only and not a prescriptive list of requirements for all schools. They should be used as a ‘best fit’ guide to help in identifying the appropriate grade.

Exceptional 1****[This is the top of the excellent band, and gives ‘exceptional’ as the headline judgement]***

The overall achievement of the pupils is exceptional and represents a most successful fulfilment of the school’s ambitious aims. The pupils’ basic skills for learning are at an unusually high level and they have an excellent measure of success in extra-curricular activities. Their group and individual achievements in activities such as music, games, drama, clubs, societies and charity fund raising are considerable. Attainment in National Curriculum tests or public examinations is exceptional when compared with the national average and, in relation to those of similar ability, an extremely good rate of progress is maintained throughout the school, with no significant difference between groups. This picture is confirmed by the observation of pupils’ performance in lessons and written work. Their attitudes to learning are exemplary and they are highly productive in individual work and in co-operation with others.

For special schools or those with significant proportions of SEN or EAL. Achievement is exceptional for pupils with special educational needs or English as an additional language, as is shown by the extremely rapid progress they make in relation to their difficulties or their starting points. Unusually strong evidence is available from the notable increase in the difficulty of the material covered in the pupils’ work, the continually rising demands of individual education plans, the pupils’ great success in meeting targets and distinctly good improvements in standardised test or examination results.

Excellent 1

The overall achievement of the pupils is excellent and represents successful fulfilment of the school’s ambitious aims. The pupils’ basic skills for learning are at a particularly high level and they have a good measure of success in extra-curricular activities. Their group and individual achievements in activities such as music, games, drama, clubs, societies and charity fund raising are considerable. Attainment in National Curriculum tests or public examinations is far above the national average and, in relation to those of similar ability, a high rate of progress is maintained throughout the school, with no significant difference between groups. This picture is confirmed by the observation of pupils’ performance in lessons and written work. Their attitudes to learning are decidedly positive and they are highly productive in individual work and in co-operation with others.

For special schools or those with significant proportions of SEN or EAL. Achievement is excellent for pupils with special educational needs or English as an additional language, as is shown by the rapid progress they make in relation to their difficulties or their starting points. Strong evidence is available from the increase in the difficulty of the material covered in the pupils’ work, the continually rising demands of individual education plans, the pupils’ great success in meeting targets and good improvements in standardised test or examination results.

Good 2

The pupils' overall achievement is good and in line with the aims of the school. Their basic learning skills are an effective support to their learning, and they have a well-established measure of success in extra-curricular activities. Attainment in National Curriculum tests or public examinations is high and above the national average. Progress for all groups of pupils is usually good in relation to the average for those with similar ability. This picture is confirmed by the school's observation of pupils' performance in lessons and written work. They have positive attitudes to their work and are able to take useful initiatives in it.

For special schools or those with significant proportions of SEN or EAL. Achievement is good for pupils with special educational needs or English as an additional language, as is apparent from the clear progress they make in relation to their difficulties and starting points. The work covered is increasingly demanding and individual education plans set harder targets. Standardised test or examination results demonstrate a progressive upward trend.

Sound 3

The pupils' overall achievement is sound, although their work represents a mixture of strengths and weaknesses. Their basic skills are sufficient to enable reasonable and sometimes good progress in learning, as would be expected for similar ability. Their performance in extra-curricular activities is at least satisfactory. Their results in national tests or examinations is a little above average. The picture is confirmed by the school's observation of pupils' performance in lessons and written work. Their attitudes to learning are co-operative though they do not easily take initiative.

For special schools or those with significant proportions of SEN or EAL. Pupils with special educational needs or English as an additional language make sound progress in relation to their difficulties and starting points, and their long-term achievement is as expected. There is a gradual increase in the difficulty of the work covered and this is reflected in individual education plans, though targets are relatively easy to attain. The trend of standardised test and examination results is uneven but upwards overall.

Unsatisfactory 4

The pupils' overall achievement is lower than the school intends in its aims. Attainment in National Curriculum tests or public examinations varies from year to year, being sometimes in line with the national average and sometimes slightly above or below it, and many pupils have limited commitment to extra-curricular activities and limited success in them. For most pupils, or significant groups of pupils, progress is insufficient. This is confirmed by observation of the pupils' performance in written work and lessons. Their attitudes to learning have negative features. Though they enjoy working together, they tend to lack sustained effort, and this is the case in individual work also.

For special schools or those with significant proportions of SEN or EAL. The achievement of pupils with special educational needs or English as an additional language is unsatisfactory in academic subjects. Individual education plans show little sign of more difficult work and tasks often rely on low-level activities such as copying or colouring, and drawing is sometimes a substitute for a necessary writing activity. Results in standardised tests or examinations are inconsistent and indicate weakness in basic skills.

Teaching and Learning Policy: Related Policies

The Teaching and Learning Policy should be used in line with the following Junior and Senior School Policies:

- Assessment Policy
- Curriculum Policy
- EAL Policy
- SEN Policy
- More Able Policy
- Academic and Behaviour Concerns Policy
- CPD Policy
- Homework Policy

In addition to the above policies, the Teaching and Learning Policy should be used in line with the Teaching and Learning Toolkit.

This Policy was produced and reviewed by the Senior Management Team.

June 2019

To be reviewed every 3 years.