



Teaching and Learning Policy

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Tasker Milward is committed to placing the learner at the centre of the school's day to day operations. It is our aim to create a learning environment in which students develop into responsible and self-disciplined learners who thrive on challenge.

Our definition of learning

We believe that learning:

- is a continuous and active process.
- develops skills, knowledge and understanding.
- is achieved through a variety of experiences.
- enables individuals to analyse, reflect and make reasoned judgements.
- provides opportunities for both individual and collaborative development.
- allows individuals to contribute to society as a whole
- empowers the individual.
- should be a rewarding experience for all involved.

Core Principles of Teaching and Learning

At Tasker Milward we aim to:

- Make learning stimulating, challenging, enjoyable and reflective.
- Create opportunities for students to learn with and from each other.
- Help students develop resilience and confidence in order to see tasks through to their completion.
- Help students acquire knowledge and skills relevant to adult life, employment and lifelong learning.
- Create a safe environment where students are encouraged to take responsibility for their own learning.

In all Tasker Milward lessons:

- Learning objectives will be shared or revisited and reviewed.
- Lessons will be clearly structured.
- Teachers and students will create and maintain a positive learning environment.
- Assessment will be used to improve learning.
- The development of students' skills will be built into the learning activities.

Learning objectives will be shared or revisited and reviewed

if students are to take responsibility for their own learning they need to know what they are expected to learn and how they can achieve it.

The agreed terms at Tasker Milward which should be used in all lessons are:

Learning Objectives: what the teacher intends the students to learn.

Useful phrases to introduce learning objectives include:

By the end of the lesson you will,

- *Know what.....*
- *Understand how / why.....*
- *Develop / be able to*
- *Develop / be aware of.....*
- *Explore and refine strategies for.....*
- *Learn how to say.....*

Learning objectives may also include a focus on one of the six key skills.

Learning Outcomes: how achievement will be demonstrated by the students.

Useful phrases include:

- *What I am looking for is....*
- *What I expect from everyone is.....*
- *To be successful you need to*

Teachers must make the learning objectives for each lesson explicit to all students. This will **usually**, but not always, happen at the beginning of the lesson. This can be done in a variety of ways:

- **Written or projected onto the board**
- **Written by students in their books**
- **Printed on handouts**
- **Emerging from class discussion / activity**

These objectives should be reviewed during or at the end of the lesson. This can be done in a variety of ways including:

- Students review their learning against the lesson objectives
- Teacher questions
- Students record two key points (individually or in pairs)

Lessons will be clearly structured

1. Starter	e.g. Review previous learning Offer the Big Picture Share Learning Objectives
2. New information, technique, method, skill or process	e.g. Text Demonstration Video clip Images
3. Students make sense of the information, technique, method, skill or process	e.g. Discuss Change it into a different format Create something Prioritise, rank ideas Practise extending application of technique / method Demonstrating a process Summarise Devise ways to teach it to others Apply information in new contexts and skill areas
4. Review and reflect on the learning	e.g. Whole class summary Teacher questions Pairs decide on two key points learnt Individuals reflect on what they know and can do

The shaded area in the table is the most important part and the one where learners are most likely to progress their learning.

Variety is essential. Students learn in different ways. Recognising and planning for it provides stimulus and ensures access for all pupils. The most important key to responding to different learning styles is to provide choice and variety.

- Teachers should plan a mixture of teacher-led and student-centred activities.
- Students should have the opportunity to work individually, in pairs, small groups and in whole-class activities.
- Teachers should seek to offer choice to students wherever possible.

Teachers and students will create and maintain a positive learning environment

The way in which a teacher manages the classroom will have a significant effect on students' learning.







- Teachers should **greet students** at the classroom door.
- Teachers must have a **seating plan** for each class which is adapted according to the professional judgement of the teacher. It is devised and reviewed according to the teacher's knowledge of the class, students' additional learning needs and adapted according to the activity.
- Student **planners** must be on desks ready for homework, merits and teacher comments unless practical activities cause a Health & Safety concern.
- Appropriate **homework** should be set as soon as possible in the lesson to allow time for the task to be recorded in the planner.
- At the **end of the lesson** teachers should instruct students to stand behind their chairs ready for the bell to ensure that they can be on time for their next lesson. Teachers should dismiss the students in an orderly fashion.
- Teachers are responsible for ensuring that **displays** on classroom walls are used to support students in their learning by offering guidance, information, prompts, key words, helpful images, inspirational material and exemplar student work. (M T-J will arrange for the creation of suitable displays at the teacher's direction).

Assessment will be used to improve learning

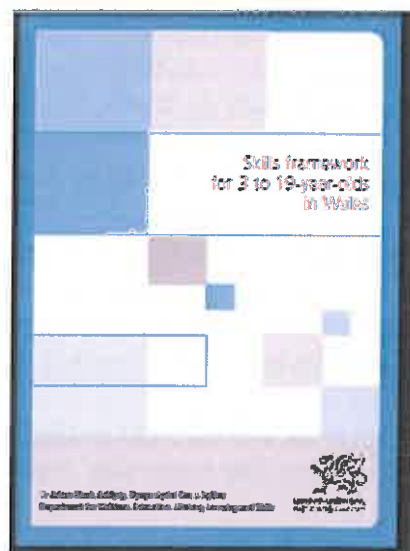
Assessment for Learning strategies are important in helping students to become more responsible for their own learning. They should be used for all students although the actual strategies will look slightly different across different subjects, age ranges and abilities.

- Assessment criteria should be shared with the class in student-friendly language.
- Teacher feedback, written and oral, should relate directly to the assessment criteria and include targets for improvement. Such targets should be recorded by the student in a form appropriate to the subject e.g. front page of exercise book.
- Students should be given opportunities to act on guidance promptly. This could be done:
 - As a starter or end of lesson activity.
 - As a homework task (e.g. students rewrite / redo the highlighted part of the work taking into account the feedback given by the teacher).
- Students should be given opportunities to become familiar with the assessment criteria by using them to assess their own work, the work of their peers and exemplar pieces of work provided by the teacher.
- Marks or grades on students' work should not be a regular feature of assessment as per school marking policy. When test results are given out class marks should not be read out nor should test papers be given back to students in rank order. Summative assessment should be followed by a formative learning experience wherever possible.

The development of students' skills will be built into the learning activities

Communication			Improving own learning & performance
Application of number			Working with others
ICT			Problem solving

It is the responsibility of all teachers to contribute to the development of students' key / essential skills. These learning opportunities need to be planned into the lesson. The focus needs to be on setting up activities which allow students to understand and develop the skills. Opportunities to reflect on their development of skills should be built into the reflection / review part of the lesson. A useful breakdown of skills is available in the Skills Framework for 3 to 19 year olds in Wales document available in each department.



Supporting Learning

Role of Form tutors

- The form tutor has a valuable role to play in supporting students' learning and personal development. The role of the tutor is focused on the students' learning.
- The form tutor sets the standards and expectations of students for the day. A partnership exists between the form tutor and the Head of Year to monitor the academic and personal development of students within the form.

Registration

Registration periods are part of the school day and should contribute to the teaching and learning process in the school. They offer an excellent opportunity to develop students' key / essential skills of communication, application of number, ICT, IOLP, WWO and PS.

- Tutors should greet students at the classroom door.
- Registration periods are formal occasions and silence should be maintained while the register is taken.
- Seating plans should be adhered to and all students must sit in seats, dressed in full school uniform and be appropriately equipped.
- Students must be engaged purposefully during form periods (updating planners, reviewing targets, updating progress files, discussing relevant issues with form tutor, reflecting on the thought for the day, making prepared presentations to their peers on subjects of their choice). Some students may have a separate individualised programme during some form periods, eg Guided Reading, Basic Skills Numeracy.
- A period of quiet reflection must be part of each registration period.
- Form tutors must sign each student's planner every week.
- A quiet reading session should take place for one form period a week. The librarian can provide book boxes on request.
- Target setting and reviews will be held in Monday tutorial sessions each week. ES and HoY will provide materials and student progress data for these sessions.

Role of Learning Support Assistants

1. LSAs should not be left in a supervisory role for the whole class in the classroom.
2. LSAs either work with one pupil specifically or alongside a group of pupils.

LSAs working with one individual specifically during a lesson

- ✚ It is helpful for the LSA to be given any lesson plans, medium term planning or workbooks at the start of the topic/ half-term etc. as the LSA may need to further adjust the level of the support given to meet the pupil's need.
- ✚ The LSA may be able to provide the teacher with additional information about the pupil, which will help the teacher to plan the work more effectively.
- ✚ The LSA may keep a distance from their target pupil and assist others whilst 'on call' for the target pupil.

LSAs working alongside a group of pupils during a lesson

- ✚ LSAs are allocated to some groups where there may be a number of pupils who need some extra help now and again to access the curriculum.
- ✚ The way these LSAs work within the class setting relies on a dialogue between the teacher and the LSA if the support is to be most effective.
- ✚ LSAs should not be directed to preparatory tasks that take the LSA out of the classroom.
- ✚ The teacher can be specific about the help they would like for the lesson or where they would like the LSA to sit/stand and which pupils they want the most support with or whether general 'roving' help is needed.
- ✚ Planning how to work with an LSA and communicating that plan will ensure more effective learning takes place.

