

Headteacher: Mrs F A Dean, M.A. (ED) NPQH (Interim)

Head of School: Ms T Wilden B.A. (HONS)

Initial Policy date	April 2018	Next scheduled review	April 2022
Governor approved	29 April 2020	Key person/people	HT/HUS/HLS
Model Policy		Model localised	Yes
Pupil leadership team review		Y	<del>N</del> / <del>N/A</del>

## TEACHING AND LEARNING

### Principles:

Teaching and Learning is our core purpose: we strive to help each pupil achieve their personal best and to do this within a supportive, inspiring and safe environment. At Test Valley, we believe in Quality Inclusive Teaching which is achieved when adults enable pupils to:

- Work in partnership with each other (and adults);
- Enjoy their learning and feel included: they value the process of learning;
- Be interested, motivated and engaged;
- Experience well planned activities;
- Clearly understand the learning objectives, content and expectations for learning;
- Be confident, feel secure and are never afraid to make mistakes;
- Be challenged and stimulated;
- Understand the learning process and are increasingly able to be self-directed learners;
- Be encouraged to extend their learning beyond the classroom;
- Where appropriate, know their level of performance, understand the assessment criteria and know how to improve as a result of effective dialogue with adults and peers;
- Have access to consistently high quality provision across the curriculum;
- Be able to be independent learners, taking responsibility for their own learning.

We believe Quality Inclusive Teaching is achieved in practice when:

- Misunderstandings and mistakes are used as rich opportunities for learning;
- Pupils are challenged with work appropriate to their age and stage;
- Lessons are well planned and resourced, engaging all pupils in partnership with adults and each other;
- Assessment for Learning is integral to the lesson, including learning over time;
- Teachers demonstrate energy and enthusiasm, with good subject knowledge and a love of learning;
- Learning objectives are shared and discussed with the class (what, how and why) ;
- Sequences of lessons consist of a variety of activities and offer a blended learning experience;

- Reflection points are used effectively, involve the pupils and consolidate learning of the lesson as well as provoke further thoughts;
- Opportunities for cross-curricular links are taken;
- Teachers plan for correction and greater depth;
- Pupils are supported to improve their work through effective dialogue, including regular and helpful marking and focussed practice;
- Teachers use knowledge of pupils as individuals, alongside information relating to past performance, to inform learning activities;
- Teachers record information about pupils' progress and work in partnership with parents to achieve positive outcomes;
- ICT is used to enhance and enrich the quality of teaching and learning, as appropriate;
- Pupils are motivated to demonstrate a good disposition for learning as a result of good relationships and a consistent behaviour for learning framework;
- Pupil progress is tracked and reviewed regularly by teachers and leaders alike;
- Assessment is used to inform planning and ensure rapid and sustained progress;
- Enquiry is central to the process: pupils are encouraged to think about their ideas and ask questions;
- A growth mindset is fostered and embedded into every learning experience;
- The learning environment is well organised and stimulating, meeting the needs of all learners;
- Classroom dialogue is constructive and used in a skilful way to promote learning (metacognition);
- Teachers are committed to professional development and working with others.

Colleagues are expected to align their practice with the School's core pedagogy as well as encouraged to develop consistent, subject specific pedagogy within their teams – for example, around the ways in which literacy for learning is taught in the context of the subject or, health and safety in Science and Technology.