

## TEACHING & LEARNING POLICY – Whole School

**Regulation ISSR: Part I**

**Reviewed and updated by: S Evans**

**Approval: Full Governor Board**

**Last Review: Autumn 2025**

**Next Review: Autumn 2026**

### Rationale

Teaching and Learning are the core activities of any school. It is vital that every aspect of teaching is focused on the needs of pupils and on creating an environment where effective learning takes place as a matter of course. Teaching is also concerned with the process of creating autonomous, independent learners who can plan, monitor, orchestrate and control their own learning while at school and in later life.

### Aims

- To work towards a greater knowledge and understanding of how pupils learn to make teaching as effective as possible.
- To ensure that all teaching helps pupils achieve high levels of attainment in public examinations and national tests in relation to their ability.
- To ensure that teaching provides opportunities for pupils to develop thinking skills and to become independent learners.
- To create in pupils a positive and cooperative attitude to learning in which they will be highly productive.
- To create effective partnerships between school, parents, and the wider community to make learning effective.
- To celebrate achievement and raise expectations.
- To provide opportunities to support on build on the AESG Be More Learner Profile attributes:

Resilience  
Responsibility  
Reflection  
Resourcefulness

Collaboration  
Creativity  
Curiosity  
Communicative

## **Objectives**

1. To identify each pupil's preferred learning style and to encourage them to explore and utilise the help this gives them.
2. To ensure that all teaching is highly effective in enabling pupils to acquire new knowledge and make progress according to their ability by utilising their preferred learning styles, identifying any special needs and by employing a variety of different teaching styles. Such teaching will build on previous learning and help pupils overcome difficulties.
3. To develop all pupils' basic skills for learning: speaking, listening, literacy and numeracy
4. To ensure that teaching allows pupils to apply intellectual, physical, and creative effort and interest in their work alongside the ability to think for themselves.
5. To ensure that the school provides learning support which is highly effective in both identifying needs and in supporting staff and pupils towards maximising achievement.

To provide opportunities for staff to develop their professional skills in Teaching and Learning both within school and through attendance at appropriate external courses. The Deputy Head Academic (seniors) chairs the Teaching and Learning Committee to share best practice among staff. The Deputy Head Prep holds weekly Staff Meetings where best practice is shared.

### **To aid pupils' learning the school insists that:**

- All lessons are well planned.
- Teaching methods are appropriate.
- Teachers are aware of the baseline assessment data for the pupils they teach.
- Time is managed well.
- Activities are varied.
- Assessment for Learning strategies are in place and used consistently.
- Feedback is given and used as an opportunity for dialogue between teacher and pupil. Pupils are given opportunities to respond to the feedback they are given.
- Teachers understand the aptitudes, needs and prior attainment of their pupils.
- Lessons are planned to include formal differentiation.
- Classroom resources are utilised effectively.
- Pupils' work is assessed and reported on regularly in line with school policy which balances formative and summative assessment.
- Information from assessment is used to plan future lessons.
- Behaviour is managed well, and pupils are taught to act responsibly.
- Teachers offer a balanced presentation of opposing views on political issues and do not promote partisan political views to pupils.

**AESG aims to create independent learners with well-developed thinking skills. The following definitions/ descriptors apply:**

1. Independent Learners know how to learn and have a disposition to do so. They can identify problems, analyse their components, and marshal the resources to solve them.
2. They continually question themselves and others about the methods they are using and can explain the process of learning and its outcomes to others.
3. They can correct their own mistakes.
4. They can organise information and convert it into knowledge. They actively seek more information as required and extend their knowledge independently.
5. They know when it is best to work on their own or as part of a team. They sustain a sharp curiosity and are not afraid to try things out and make errors.
6. They make cognitive and imaginative connections between different areas of knowledge and learning.

**Related Policies:**

Literacy Policy

Feedback and Assessment Policy Assessment,

Recording and Reporting Policy Gifted, Talented,  
and Interested Policy

Special Educational Needs and Disabilities (SEND) & Learning Enhancement Policy

Homework Policy