Godolphin & Latymer

Learning and Teaching Policy

FRANCHA LEALE TOGE

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1.   Introduction

1.1.   The aims of the Godolphin and Latymer School guide members of the school community towards achieving excellence in education. Our well-qualified and enthusiastic staff encourage not only the development of existing and potential interests, but also the broadening of horizons, both inside and outside the classroom.

1.2.   Good teaching can really make a difference. Through quality teaching we aim to challenge our pupils intellectually and foster independent thought and learning. We strive for academic excellence in a stimulating and exciting learning environment in which all students are encouraged to take intellectual risks without fear of failure and to participate in a wide range of curricular and extra-curricular activities. We hope that by the time they leave school our pupils will see themselves as lifelong learners, having experienced the fun, sense of achievement and sheer enjoyment that learning brings.

1.3.   All teachers are learners and should be striving to evaluate and improve their practice, informed by current educational research. Teachers are managers of the learning environment, facilitating all students to reach their full potential. In order to achieve this, all staff must be mindful of the essential qualities of excellent teaching and learning.

2.   Quality Teaching:

- inspires pupils with a lifelong love of learning;
- provides ample, challenging work stemming from expert knowledge of the curriculum, how to teach it and how students learn;
- develops well-planned, well-prepared and well-paced lessons that maintain high levels of interaction with the class;
- provides carefully structured activity matched sensitively to pupils' needs;
- uses a variety of approaches; strategies and techniques are well selected and time is used productively;
- gives students a measure of responsibility for their work and encourages independent thinking;
- allows pupils to take risks without fear of failure;
- incorporates feedback which is designed to improve student learning, whether that is verbal or written;
- uses homework effectively to reinforce and extend what is learned in school, as well as to provide opportunities to prepare for or research a new topic.

3.   Effective Learning:

- enables pupils to build accurate, complex mental representations of phenomena and integrate new learning with existing knowledge;
- occurs when knowledge is organised in long-term memory accessibly and is embedded in networks of other information, i.e. inter-connected with related concepts;
- promotes productive as well as reproductive thinking – i.e. students can use

material/ ideas/ language to respond to novel situations, make analogies; new learning becomes a resource to enrich their ability to think, solve problems and understand things in the world;

- is collaborative through cooperation and dialogue with the teacher and other students.

4.   **In order to achieve these aims teachers are expected to:**

- create a supportive classroom environment which fosters an atmosphere of mutual respect and trust to maximise the opportunities for every student
- demonstrate a commitment to every pupil's progress, making her feel included, secure and valued;
- set high expectations of students that clearly define the effort and skills required for any given task;
- design lesson sequences and activities that aim to help learning by reducing students' cognitive load e.g. by assessing and taking into account students' prior knowledge, by providing support and scaffolding at the start of a topic and gradually removing this support as students progress from novice to expert;
- give opportunities for frequent low stakes retrieval practice e.g. through the use of quizzing apps on the iPad, so that pupils develop an awareness of their own progress and embed new information more effectively;
- provide opportunities for regular review of past material which may have been forgotten;
- allow students to master concepts fully by applying them and using them;
- ensure students can relate new material to their existing knowledge and understanding;
- provide opportunities for pupils to elaborate their own understanding by making links and re-using concepts in different situations and to construct and generate their own understanding e.g. by analysing evidence;
- provide opportunities for students to discuss and resolve conflict between ideas and understandings;
- give pupils the opportunity to develop thinking and study skills and take responsibility for their own learning, ensuring they are able to exercise choice, develop goals, plan their approach and work independently;
- endeavour to know each pupil's individual learning profile and ensure that learning activities are appropriate to individual students' needs;
- create a high-challenge, positive, purposeful environment for learning in which students are motivated to learn and which enables them to develop confidence through doing so;
- ensure that assessment provides opportunities for feedback which is designed to improve student learning at either a task, subject or self-regulation level.;
- use assessment to inform planning;
- encourage reflection, enabling learners to monitor and review their learning, and set quality targets that enable them to make further progress;
- set homework at an appropriate level, within the time limits allocated for each subject in any given year group;
- engage with parents as appropriate on any aspect of their daughter's learning;

- create opportunities for learners to develop personal qualities such as considerate behaviour and positive and tolerant attitudes that will enable them to contribute effectively to the school community and to the world outside;
- ensure that they do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance and do not discriminate against pupils contrary to Part 6 of the Equality Act 2010 (i.e. on the basis of race, religion or belief, sex, sexual orientation, disability, gender reassignment or pregnancy and maternity);
- follow guidance set out in departmental handbooks and schemes of work.

5.   Schemes of work

5.1.   It is important that all departments have schemes of work which are clear, helpful and informative. Heads of Departments should ensure that schemes of work are reviewed and updated annually with a copy available to all staff via the school network. In devising schemes of work, departments will generally take account of the national curriculum and examination specifications, but not be limited by them.

5.2.   Schemes of work should:

- specify content and methodology as appropriate by subject and year group;
- give an overview of aims and principles;
- list topics to be covered;
- refer to a suggested time scale for teaching each topic;
- describe the resources needed and available for each topic;
- highlight use of ICT and iPads as appropriate;
- refer to social, moral , spiritual and cultural content (SMSC);
- outline assessment methods.

6.   Meeting the needs of individual learners

6.1.   A strong aspect of G&L's identity as a school is our ability to treat students as individuals. Every child has a unique learning profile made up of strengths and weaknesses, aptitudes, interests and preferences. Across subjects and across tasks within subjects, individual students will experience varying levels of achievement but all should have the opportunity to experience success and challenge in all disciplines.

6.2.   At Godolphin and Latymer, differentiation is seen as integral to good teaching as it means responding to every learner as an individual. Awareness of pupils' individual profiles of skills, interests and learning needs, including an awareness of baseline data such as MidYIS, ALIS and MALS scores, thus informs teaching, enabling questions and responses to be tailored to each individual's ability, confidence and character.

6.3.   We recognise that all our students are very able. This means that, where they experience difficulties with a given task, they have strengths which can be harnessed to compensate for the relative weaknesses. It is also important to plan for the continuing support and enrichment of those pupils who require it.