



Teaching & Learning Policy	
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Effective teaching and learning is at the heart of all that we strive to achieve at Imberhorne. Learning is a continuous process which involves acquiring knowledge, skills and concepts and developing positive and worthwhile attitudes. The learning process is designed to enable learners to take on levels of responsibilities depending on their stage of development. The purpose of teaching is to promote active learning.

The school has an established Teaching and Learning framework which identifies the practice we expect all teachers to adopt when preparing for and delivering lessons. It includes:

- **Planning – that identifies expected learning and provides challenge**
- **Starts of Lessons – that provide clear routines and make students think**
- **Questioning – that is targeted and provides thinking time**
- **Collaborative Learning – that encourages students to share and reflect together**
 - **AfL during lessons – that identifies understanding and future learning need**
- **Assessing learning to inform planning – that provides useful feedback and helps students improve**

We aim to provide a curriculum that inspires and motivates. We believe it is important to establish high expectations and want our students to develop a passion for learning.

We believe in equality and fairness for all students. The school is an inclusive community meaning that we cater for the many, varied needs of our students and ensure they all have the same opportunities. Our aims, for all students, are that they:

Fulfil their potential, through

- access to an extensive curriculum (for as long as possible) that provides a breadth of knowledge and understanding about our multi-faceted world
- experiencing a rich and varied curriculum that makes them thoughtful and reflective with an appetite for learning
- teaching and subject knowledge that is organised in a way to engage, stretch and challenge all students

- the systematic building and development of subject skills to help students become confident and versatile learners
- a curriculum that emphasises the value of literacy across all subjects (reading, oracy and extended writing)
- aspirations for progression post 16 and post 18 that extend and enrich them
- support that enables students to overcome particular difficulties or barriers to learning

Develop self-belief and self-confidence, through

- an explicit focus on developing character in our students, key in this are the qualities of empathy, resilience, communication, collaboration, creativity and critical thinking
- ensuring there are opportunities for all students to participate in the wider life of the school developing their cultural and social capital
- a personal development curriculum that has dedicated curriculum time and links to form time and extra-curriculum provision, part of this programme includes explicit careers/futures education
- a mentoring system that encourages personal reflection

Develop a sense of belonging, through

- showing we value individuals by using explicit recognition and rewards systems
- valuing good attendance and punctuality
- promoting physical and psychological wellbeing
- seeking student feedback and providing opportunities for students to lead and/or coordinate school events and activities

Are part of a respectful community that recognises and celebrates diversity, through

- consistent approaches to behaviour for learning, we share high expectations with students about, being ready to learn, showing respect to others and having pride in themselves and the school
- an explicit focus on spiritual, moral, cultural and social development
- putting inclusion at the heart of the school, finding ways to personalise our support for students
- being an outward looking school, that encourages and embraces partnerships with others

Effective teaching and learning requires:

Effective Systems of Student Monitoring

- Regular checking of student progress by Department/Year Group/Key Stage.
- Provision of feedback to staff, students and parents.
- Providing and implementing targets with students, to include DIRT practice.
- Timely and appropriate intervention.

Consistent System of Praise and Rewards

- Verbal praise and encouragement.
- Merits/Praise emails /Imberstars etc.

- School reports and recognition of a student's attitude to learning
- Feedback in books and on students' work.

Consistent System of Classroom Management

All teachers should promote the very highest standards of behaviour for learning through their classroom management. Teachers should be clear about their expectations and consistent in the way they apply the behaviour policies and procedures. The following are considered good practice:

- Using a seating plan that is refreshed regularly (seating plans should focus on maximising learning for all students and may therefore look at particular groupings, i.e. Pupil Premium and the high-achieving)
- Deal with inappropriate behaviour promptly and calmly using the guidance provided in our Behaviour Policy.
- Be clear about the consequence of non-compliance with our expectations.
- Establish routines e.g. at the beginning and end of the lesson. Staff should refer to guidance provided on the expectations for lesson phases.