



Teaching & Learning Policy

Aims

- to enable every pupil to develop the attributes of the successful QES learner
- to develop the QES core values within every member of our community
- to ensure that each child is able to achieve the ECM outcomes
- to achieve outstanding teaching and learning

Outstanding Learning

We believe that outstanding learning happens when:

- the **learning environment** is appropriate
- the teaching is genuinely **responsive**
- **assessment** is used to guide pupils' progress so that pupils know where they are heading and how to get there
- pupils are aware of **high expectations** and confident of working towards them
- pupils develop increasing **independence** and consolidate and prepare for learning
- pupils are given opportunities to develop **creativity**

1. The Learning Environment

- managing seating arrangements so that pupils work with a range of different people during the year
- creating the expectation that everyone should be thinking by using appropriate responsive teaching (AfL techniques)
- managing behaviour so that the environment is safe and comfortable so that learners can take risks and think aloud
- ensuring that the physical environment is safe, comfortable and conducive to learning
- creating aesthetically pleasing and visually captivating displays where pupils' work is celebrated and learning opportunities are reinforced
- being aware of the impact your relationship with your pupils has
- creating safe social environments

2. Responsive Teaching

- reviewing and understanding prior learning
- checking your pupils' learning throughout the lesson to make sure that they are all understanding
- altering your strategies and plans to accommodate all students
- being aware of the diversity in your classroom and using it as a resource: who needs supporting? who needs challenging and taking out of their comfort zone?
- using questioning and participation techniques to make sure that no-one in your classroom is allowed to opt out of thinking
- listening carefully to pupil voice

3. Assessment

- using high quality feedback – verbal and written- so that pupils know what to do to improve
- making assessment objectives clear from the outset
- ensuring pupils know 'where they are at', 'where they are heading' and 'how to get there'



- ensuring that pupils spend time responding to your assessments and feedback and that they understand it
- using rigorous formal assessments that have integrity and form an integral part of learning within your discipline so that they are properly developmental

4. High Expectations

- pupils are expected to contribute, listen to each other, and respect each other's contributions
- using prior data to set challenging targets
- celebrating success
- rewarding effort and risk taking
- stretching able learners
- using praise and positive/encouraging language
- being a role model for behaviour and learning

5. Independence

- insisting that pupils consolidate and prepare for every lesson as part of a natural study regime
- supporting pupils in planning longer tasks
- ensuring pupils are able to apply skills, and giving them opportunities to decide which skills are needed to solve a problem
- encouraging the setting of personal goals
- setting appropriate homework and liaising with parents to support home learning
- working with ICT and the Libraries to promote information literacy and higher order skills of synthesis and evaluation
- modelling ways to learn in your subject
- supporting note taking and revision with sufficient forward planning

6. Creativity

- using tasks that can be easily extended (open tasks)
- developing problem-solving tasks that have extension built in (rich tasks)
- working through subject disciplines towards mastery
- creating an environment in which pupils are able to take risks and generate ideas
- allowing students 'thinking time' or 'discussion time' to develop ideas and solutions
- understanding that creativity culminates in the production of something original

Outstanding Teaching

Outstanding teaching involves:

- the creation and maintenance of **excellent relationships** with pupils
- high levels of **subject expertise**
- sophisticated knowledge and understanding of **child development**
- the ability and determination to be genuinely **responsive**
- a broad **repertoire** of teaching roles including subject specialist, form tutor and mentor, teaching beyond the one hour lesson (e.g. immersion days, field trips etc)
- a commitment to career long **development** of skills
- a **demonstration** of core values and successful learner attributes in and out of the classroom

1. Excellent Relationships

- being in control of your own emotions so that you are consistent and fair, patient and trustworthy, calm and polite
- having clear and consistent boundaries



- engendering trust
- respecting all the children in your care
- taking time to speak to children individually
- being aware of pupils' strengths and weaknesses (and your own?)
- advising parents about their child's home learning needs
- being in control and insisting on high standards and excellent effort
- talking about the QES values and relating them to when things go right
- getting involved in the community and seeing your pupils achieve and contribute beyond your classroom

2. Subject Expertise

- showing passion and enthusiasm for your subject
- keeping up to date with your subject
- understanding how to deconstruct/ model/ articulate ways of thinking unique to your subject
- knowing how your subject contributes to the development of the QES learner
- knowing how your subject contributes to careers and pupils' futures
- knowing how to revise in your subject
- knowing the latest National Curriculum guidance for your subject
- articulating how the creative process happens in your discipline
- evaluating the success of your lessons/resources/knowledge

3. Child Development

- being aware of pedagogical issues
- understanding the different ways children learn
- pitching language appropriately
- understanding progression through the stages of a child's development
- taking a holistic approach to young people and incorporating pastoral issues into your teaching
- promoting emotional literacy and well-being

4. Responsive Teaching

See Outstanding Learning section 2

5. Teaching Repertoire

- seeing yourself as both a subject specialist and a teacher of children
- taking your pastoral responsibilities seriously: developing your skills as a form tutor/ learning coach etc.
- working in teams to deliver flexible learning, e.g. immersion days
- adapting your teaching to accommodate an increasingly creative approach to curriculum planning and changes to provision and resources
- having a range of strategies, being challenging, creative, varied, flexible, interesting, inspirational

6. Development

- taking responsibility for your own development
- reflecting on strengths and areas for development
- managing your own learning to develop your skills and expertise

7. Demonstrating

- always behaving in a way that demonstrates the QES core values and the model of a successful learner
- leading by example



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Scholarship & Care

- showing enthusiasm, patience, politeness, respect
- modelling learning attributes, including being at ease with doubt!



To Be A Successful Learner at QES

To develop **good study habits** I need to:

- Listen carefully
- Concentrate properly
- Get on with my work straight away in lessons
- Get better at something by practising
- Prepare for tests and exams by revising properly
- Be organised and plan ahead

To take **responsibility** for my own learning and develop my **resilience and independence** I need to:

- Use advice from my teacher to get better
- Learn about some things all on my own
- Have a go at something even if I'm not sure I'm getting it right

To be able to manage the **social aspects of learning** I need to:

- Learn about some things by working with other people
- Make sure other people can learn
- Help other people to learn

To develop my **creativity** and **curiosity** I need to: Come up with my own ideas

- Accept different ideas about things
- Work at problems and come up with ideas about solving them
- Ask questions about something in order to learn more
- Get really interested in a topic or subject and find out more about

To be able to understand how I learn and be able to discuss that properly (**learning awareness**) I need to:

- Explain how I learn in different subjects
- Decide I'm going to get better at doing something and really try to improve
- Learn how to do something in one subject and then use what I've learned in another