



## Redland High School for Girls

### **APPROACHES TO TEACHING AND LEARNING POLICY**

#### **CONTEXT**

School Aim: to ensure excellence in teaching and learning so that each pupil may reach her own highest standards.

The School is committed to high academic standards and effective classroom practice to stimulate intellectual growth and to enable pupils to gain the qualifications of which they are capable.

#### **AIMS**

- 1 To help students develop lively enquiring minds, the ability to question and argue rationally and to apply themselves to relevant tasks.
- 2 To create an environment whereby the students can progress as far and as fast as they can by creating differentiated activities where appropriate, setting differentiated tasks and homeworks and by using appropriate teaching methods which take account of different learning rates, styles and interests.
- 3 To acknowledge the importance of high self-esteem and to recognise that praise and appreciation are key elements in this.
- 4 To evaluate teaching methodology constantly and to aim to keep a balance of teaching styles encouraging active and independent learning.
- 5 To expect high standards at all times.
- 6 To assist the learning process by providing sufficient and appropriate human and physical resources.
- 7 To create the best environment possible for effective teaching and learning by careful classroom management (see Appendix).
- 8 To monitor and record achievement carefully so that the right decision can be made about which tier (Higher or Foundation) of the GCSE examinations the student should be entered for.
- 9 To support current work with relevant and stimulating displays and to encourage pupils by displaying the best of their work.

## Differentiation

**Definition:**    **The planned intervention by teachers in order to maximise students' individual achievements**

Teachers' understanding of the term *differentiation* appears to vary considerably. It is a complex notion related to the ways in which staff provide for the variations in the interests, aptitudes and abilities of pupils.

Areas for consideration and implementation are:

- matching work to the child's previous experience
- valuing differences in outcome
- their differing speeds in completing work
- parts of a complete piece of work tackled by different children
- a consideration of different forms of input
- varying styles of teaching
- available resources
- the additional help needed by certain pupils in terms of skills/resources/materials
- the amount of revision or reinforcement required by different groups of children
- extension activities required for some groups/individuals
- strategies to ensure understanding
- matching curriculum to pupils' motivational levels
- celebrating success – each student must feel valued and then achievement in learning must be acknowledged

### CLASSROOM MANAGEMENT

- Be positive in your approach to pupils. Try to communicate your enjoyment of teaching them and praise good work. Do not ignore poor work; act at the earliest opportunity before it becomes a habit and a potentially serious problem. If necessary, tell a pupil's Form Tutor/Head of Year/Head of Department about repeated unsatisfactory work or behaviour by entering it in the Staff Report Log.
- Be as positive as you can, using your skills as a teacher to motivate pupils by giving them suitable and challenging work. Praise where praise is due so that sanctions only need to be employed where more positive methods have failed. Calm discussion of the problems with the pupils is often beneficial, as few pupils enjoy being in the wrong.
- Pupils should behave courteously towards other pupils; unacceptable behaviour should be taken seriously. Never be afraid to seek advice from your Head of Department or a senior colleague if you are experiencing any of these difficulties. With the best will in the world, there will be times when things go wrong and it is vital that we support one another as a team of professionals.
- Enlist the aid of senior colleagues where necessary, but do not expect them to take over responsibilities which are rightly yours. Do not be afraid to discuss discipline problems with a senior colleague and enlist his or her support in determining a constructive and effective course of action to resolve them.
- Be on time and insist on a quiet, orderly beginning to the lesson. Have your lessons well prepared and insist on silence when you or anyone else is addressing the whole class. Work to the bell, which is a signal to you, not the class, and dismiss your pupils in an orderly fashion. Ensure their work is handed in on time and try to mark it with constructive comment and return it equally promptly. Pupils should be admonished if late for a lesson without a genuine excuse and should not be allowed away from the group during a lesson except for an urgent reason.
- All members of staff are expected to be vigilant in ensuring that instances of bullying are dealt with as soon as they are witnessed or reported. The School's Anti-Bullying Policy should be followed.
- To support current work with relevant stimulating displays.
- If a pupil is unwell during your lesson she should be sent to Reception or the School Office.

Update: Summer Term 2010