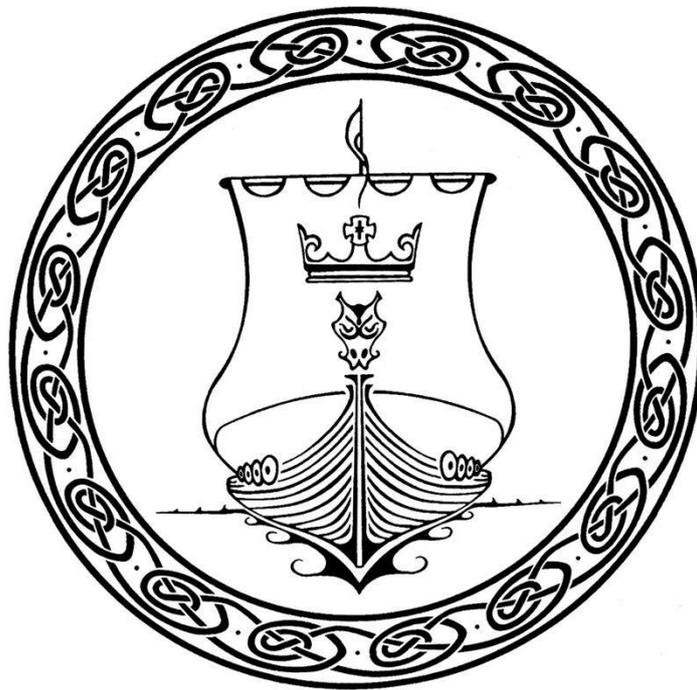




Queen Elizabeth II High School

Learning and Teaching Policy



gleck dty share dy kinjagh



Purpose

The purpose of this policy is to maintain the highest standards of Learning and Teaching and ensure the school vision is realised.

Context

In determining our policy for learning and teaching, the School needs to consider the context in which we work and live. These include:

The school vision. This states that students:

- Show Mutual Respect
- Are encouraged & valued
- Actively Challenged and Engaged
- Forward Thinking and Independent
- Feel Safe, Confident and Able to Take Risks

The QEII Agreed Key Behaviours for all members of the school community i.e.:

- Caring
- Consistent
- Communicate
- Contribute
- Celebrate

The DESC Principles of Essentials for Learning:

- Personalised - the curriculum should be flexible enough to meet the needs of all learners.
- Meaningful - pupils should see the point of what they're learning.
- Assessment should inform learning - every pupil can improve and activities should match their levels of ability.
- Connected - pupils should be able to make connections between learning in different contexts.
- Active learning - learning should be something learners do - not something that is done to them.
- Partnership with the community - the local community's views about the curriculum should be listened to and the curriculum should equip pupils to make a positive contribution to Manx society.
- Pupil voice - pupils' views about the curriculum should be listened to.
- Learning through enquiry - the curriculum should be about answering important, meaningful questions.
- Inclusive - all students should be valued equally.
- Challenging and engaging - pupils should be engaged and motivated.

'Every Child Matters' outcomes as endorsed by the DESC i.e. Children should:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing



The curriculum should provide equal opportunities to learn specific knowledge as prescribed by a broad range of subjects to develop cultural capital in all learners as well as developing skills in line with the DESC Essentials for Learning Principles and the '6Rs'.

6Rs

Readiness	Resilience
Relationships that are Positive	Remembering Skills
Resourcefulness	Reflectiveness

DESC Employability Skills

Problem Solving	Teamwork
Communication	Resilience
Self Awareness	Ability To Learn

Other related policies

Learning environment	Assessment
Schemes of learning	Homework
IOM DEC 'Essentials For Learning' Policy	Behaviour & Rewards
School SSRE Document	Literacy
School Vision/ Student Charter/ Key Behaviours	Examinations

What makes for good learning?

Learning occurs when:

- People are motivated, interested and feel they are making progress
- They feel safe and valued within the school community
- They persevere
- They enjoy what they are doing
- They have a positive attitude to learning and take responsibility for their own learning
- They are aware of the high expectations of them and share these expectations
- They understand how their learning relates to the real world and to prior learning
- They understand the big picture so learning is in a context
- There is high challenge and low stress

Learners should:

- Take responsibility for their learning
- Engage in the challenge of learning - participate
- Attend their lessons on time
- Be willing to take risks and learn from mistakes - persevere
- Be properly equipped
- Share their learning and work with others
- Seek and act upon advice when needed
- Promote the learning of others
- Seek to extend the breadth and depth of their learning
- Make connections between their learning experiences
- Take pride in their work



What makes for good teaching?

Good teachers aim to meet the individual needs of all students and provide a caring and supportive learning environment.

Teachers should employ the 'FACE IT' model* i.e.

Provide FEEDBACK to learners on a regular basis

- Students are aware of the progress they have made towards (e.g.) agreed targets/ learning objectives etc.
- Teachers provide advice about what to do next to improve
- Teachers provide regular opportunities for learners to give feedback about their learning experiences

Help students become AUTONOMOUS learners

- Students are encouraged to think about how they have learned, the skills they have developed and how learning relates to the wider world.
- Students use homework to further learning and promote independent learning
- Students are helped to develop their resilience and are encouraged to adopt a growth mind-set

Plan lessons that are suitably CHALLENGING for all students

- Teachers use data to identify and agree targets with students at appropriate levels of challenge
- Teachers enable all learners to contribute and succeed through differentiation of approach, resources and outcome
- Teachers review students' learning in order to link, consolidate and plan strategies for student development/ improvement

Plan lessons that ENGAGE all learners

- Lessons Inspire and challenge students and build positive relationships with high expectations
- Lessons are planned to ensure continuity and progression
- Teachers develop good knowledge of their subjects and present it in interesting ways
- Teachers share their intentions at the beginning of all lessons (e.g. 'WALT') and explain the learning objectives or outcomes (e.g. 'WILF')
- Lessons are summarised at the end
- Teachers deploy a variety of teaching methods to further learning and maintain pace

Develop and use resources including IT to enhance learning.

(= FACE IT model developed from research work described in 'Teaching Backwards' by Andy Griffith & Mark Burns, Crown House Publishing 2014)*

Responsibilities:

All members of the school community share responsibility for promoting a caring and supportive learning environment

Parents can support their child's learning by working in partnership with the school and providing a suitable place for homework.



Form Tutors should use data to review progress of their tutees and to set targets for improvement.

Heads of subject should ensure there are strategies for ensuring progression and continuity between key stages.

Directors of Key Stage and Heads of subject should ensure continuity and progression in PLTS across subjects through the key stages.

Assessment

Assessment For Learning (AFL): Students need to know where they are in their learning, where they need to go and how best to get there. The strategies used enable students to progress so that they achieve their best in summative assessments.

Assessment of Learning: Summative assessment such as external examinations and end of key stage levels provides a measure of the student's performance at a particular point. This can be used to measure progress or as a qualification for the future.

See Assessment Policy for Further Details

How does the school ensure high standards of learning and teaching are maintained?

- Learning and Teaching is monitored as part of the process of completing the schools' SSRE document. The Schools' Link Advisor (from the DESC) validates the school's findings as part of this process.
- This monitoring can include:
 - Lesson observations/ lesson 'dipping'
 - Work scrutiny
 - Pupil voice/ surveys
 - Staff voice/ surveys
 - Parent voice/ surveys
 - Analysis of tracking data/ exam results to assess pupil attainment/ pupil achievement
 - Staff appraisal
 - Pupil interviews
- Staff are encouraged to develop their strategies for successful and effective Learning and Teaching experiences in the classroom. The schools CPD programme is updated annually to ensure that staff are aware of innovations in Teaching in Learning. Staff may work together within Departments or across departments as required.



Appendix A DESC Essentials For Learning - Learning Dispositions (6Rs)

Readiness

- positive self esteem;
- an ability to take responsibility for own actions;
- skilled in managing own emotions and feelings;
- appropriate curriculum skills;
- good concentration and focus.

Relationships that are Positive

- an ability to work as a team member;
- an ability to make and sustain friendships;
- understanding and respect for others;
- an acceptance of boundaries;
- empathy and understanding the role of others.

Resourcefulness

- a recognition of how to get help;
- the capability to apply reason, (compare/contrast);
- the ability to question;
- the ability to use initiative;
- achieving self-motivation.

Resilience

- the ability to solve problems;
- the capacity to persevere;
- an acceptance of constructive criticism;
- adaptability and flexibility.

Remembering Skills

- the ability to recall;
- the confidence in the use of transfer skills and strategies;
- the ability to interpret;
- the ability to learn from experience.

Reflectiveness

- a sense of pride;
- the ability to plan;
- skills in analysis, reasoning, negotiation, mediation and organisation;
- the capability to monitor, revise and adapt;
- an appreciation of own learning processes.