

# Learning and Teaching Policy

## John Colet School

### Mission statement

Every learner is given opportunities to experience success and to feel that their contribution is valued. A range of opportunities is provided through carefully planned teaching strategies which help our students become independent learners and realise their potential.

### Guiding principles

Our Learning and Teaching policy is structured in five sections. These are :

- Learning and teaching methodology
- The learning environment
- Standards of conduct and behaviour
- Assessment and feedback
- Personalised learning and self development

Our Learning and Teaching policy is based on the principle of shared responsibility for learning. This means that students :

- are entitled to have certain expectations about their learning
- have responsibilities for their own learning.

Each section of the policy is therefore set out using these points as subheadings.

# 1. Learning and Teaching Methodology

## Our learners are entitled to :

- Objectives that are clear and shared at the start of the lesson.
- Consistently high expectations of their behaviour and achievement.
- A variety of tasks and activities that cater for all learning styles and abilities.
- Lessons that are well planned and use a wide variety of resources and multi-media (where appropriate).
- Cross Curricular links that are signposted and explained.
- Opportunities to work independently and in groups of varying size.
- Learning which enables them to build on their own experiences and prior knowledge from across the curriculum.
- Lessons which support the principles of healthy eating, ethical behaviour, personal and economic well being.

## Our learners have a responsibility to :

- Arrive at lessons with an attitude that enables them to learn.
- Exploit the full range of learning opportunities created for them in and out of the classroom.
- Engage fully within group work.
- Act upon feedback and seek to raise achievement independently.
- Agree personal targets and development areas.

## 2. The Learning Environment

### Our learners are entitled to :

- A clean, safe, secure and stimulating environment.
- Interactive, informative displays that are changed frequently.
- Resources that are comprehensive and appropriate to learners' needs.
- An environment that is open and supportive.
- Accommodation which is organised to allow for flexibility of both teaching and learning styles.
- Opportunities for learning to be extended outside of the school environment.

### Our learners have a responsibility to:

- Respect the learning environment and resources.
- To co-operate with both adults and peers.
- Contribute in a positive manner - orally, practically and in written work.
- Want to learn and achieve.
- Exercise self discipline, particularly when taking part in activities that provide opportunities for independent learning.

### **3. Standards - Conduct and Behaviour**

#### **Our learners are entitled to :**

- Teachers and support staff who are polite, courteous and respectful.
- Well paced lessons delivered in an inspirational manner.
- Teachers and support staff who do not display any prejudice (racial, political, sexual) or favouritism.

#### **Our learners have a responsibility to:**

- Be polite, courteous and respectful to teachers, support staff and students alike.
- Have a positive attitude in lessons - listen, work, learn - and take an active part.
- Bring the correct equipment - materials and ongoing work.
- Arrive at lessons promptly and have a good attendance record.
- Be receptive and sensitive to other people's learning styles, views and feelings.

## **4. Assessment and Feedback**

### **Our learners are entitled to :**

- A universally accepted system of assessment that it is used consistently.
- A range of assessment opportunities that allows them to have the chance to succeed.
- Teachers who are aware of their previous attainment and targets, with strategies in place to help these to be met.
- Regular information about current achievement and performance with steps for them to improve.
- Home Learning that is used, where appropriate, as a tool to consolidate learning.
- Full preparation for external examinations through study of appropriate exam techniques.
- Teachers who are up-to-date with the latest thinking in educational assessment.

### **Our learners have a responsibility to :**

- *Get involved in and take responsibility for their own learning.*
- *Take an active part in peer and self-evaluation.*
- *Act on the advice given to them on assessed work and through informal feedback.*
- *Take the opportunities provided for assessment for learning.*
- *Evaluate and review their own learning.*

## **5. Personalised Learning and Self Development**

### **Our learners are entitled to :**

- Be able to approach work using a variety of learning styles and have teachers who are aware of their preferred learning styles
- Learning objectives that are clear and concise.
- Realistic and clear targets that they can be involved in setting for themselves.
- Target levels that are displayed and referred to frequently.
- Adequate resources to enable achievement of personalised learning.

### **Our learners have a responsibility to :**

- Try to learn to work independently.
- Become engaged in self assessment and their self development.
- Understand their target levels and how to exceed them.
- Develop organisational skills for their self development.
- Use resources appropriately to enable their independent learning.