



TEACHING POLICY

UN Convention on the Rights of the Child	
Article 28	You have the right to a good quality education. You should be encouraged to go to school to the highest level you can

Each child has an entitlement to a programme of learning experiences, which offers him/her the maximum opportunity for development, is adequately resourced, takes place within an attractive and efficient environment and is presented in a planned, varied and stimulating way.

Teaching is most effective when the staff have well defined purposes for the work they have planned and convey this to the children through clear explanation and instruction, enabling the children to know what is expected of them. Teachers will assess progress at the end of each lesson against clear success criteria, which have been shared with the pupils.

Activities are well chosen to promote learning and are presented in ways which will engage, motivate and challenge all pupils, enabling them to make progress at a pace suitable for the individual child.

Interaction between staff and children is used to extend thinking and understanding and to promote good behaviour. Discussion is encouraged and valued in a variety of contexts and children's efforts as well as achievements are valued. The curriculum is carefully planned and meets the requirements of the National Curriculum 2014, whilst addressing the wider issues in education.

This programme of learning experiences should be shared with parents and, wherever possible and appropriate, their involvement should be encouraged.

Teaching should ensure that the children:

- have opportunities for learning independently and for working co-operatively in groups;
- develop interest, enjoyment and motivation in their work;
- have confidence in their own abilities;
- are offered a stimulating, meaningful and relevant curriculum, with first hand learning experiences wherever possible;

- have equality of access to the curriculum;
- experience continuity and progression in their learning;
- are supported and challenged as appropriate;
- experience a range of whole class, group and individual teaching;
- have their progress assessed, monitored and reported;
- have regular feedback on their progress.

Review and Monitoring

The policy will be monitored and evaluated by:

- Senior Leadership Team (SLT).
- SENCO
- LA Advisors & Inspectors.
- Governors.

Its effectiveness will be monitored and evaluated through lesson observations, learning walks, book scrutinies, pupil conferencing and analysis of attainment and progress data. The policy and/or procedures will, where necessary, be revised in light of these evaluations.

This policy should be read in conjunction with all other school policies, in particular Attendance, Equal Opportunities, SEN, Able Child, Learning and Assessment.

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

Policy Date: July 2015

Reviewed: July 2019