

3a. Teaching and Learning Policy (Whole School including EYFS)

Rationale

At The Lyceum, we acknowledge that children learn in different ways, through a variety of experiences. We therefore recognise the need to develop strategies that allow all our pupils to learn in ways that best suit them.

Teaching and Learning is central to life at The Lyceum. We accept that the most significant impact on learning comes from inspirational teaching. Our teachers aim to inspire confidence with a passion for, and sound knowledge of, the subject and each child's stage of development. Teachers have clear and achievable expectations, are enthusiastic, well organised and consistent. Teachers plan lessons that employ appropriate strategies and differentiation, with clear learning objectives which are shared with, and understood by the pupils.

We aim to:

- Embed an ethic of excellence that promotes scholarship, craftsmanship, quality and character throughout our school
- Support children in their own personal beliefs and engender British Values, whilst equally celebrating diversity
- Educate everybody so that every child has the knowledge and skills they need to lead a flourishing life and have the disposition to help others to do so
- Ensure that whenever our children look back on their time at school, they will do so with positive regard for the experience and opportunities they received here

The Headmaster

It is the responsibility of the Headmaster to promote excellent teaching and learning through:

- Ensuring a strong management team lead by example
- Having a clear vision of what good teaching and learning looks like
- Being inspirational
- Being at the heart of the ethos of the whole school
- Celebrating all achievements and challenging pupils where necessary
- Assisting, supporting and advising staff on their professional development
- Providing staff with the resources they need to carry out their job
- Ensuring staff receive the relevant CPD to keep standards and expectations high

The Senior Leadership Team

The Senior Leadership Team is responsible for:

- Supporting and advising staff on their professional development
- Checking that planning is appropriate to the age range allowing for extension and support
- Carrying out learning walks and book looks
- Leading meetings to review teaching practice
- Holding subject leaders to account to ensure progress within their subject areas across the school

Subject Leaders

Our team of Subject Leaders are responsible for the following:

- Ensuring the schemes of work are being followed by staff
- Creating curriculums that are relevant and stimulating whilst posing challenge
- Checking resources are accessible
- Creating and action plan for their subject and regularly feeding back the progress they have made in SLT meetings
- Supporting SLT with Book Looks
- Organising theme week's to broaden the pupils' understanding
- Organising external speakers and workshops to enrich the pupils' experiences
- Supporting SLT with Learning walks and short observations

Teachers

Teachers are responsible for ensuring the following:

- Creating a pleasant, well ordered, stimulating learning environment
- Planning and delivering programmes of active learning
- Ensuring the learning objective and success criteria where appropriate are displayed and shared with the pupils
- Ensuring delivery is suited to all abilities
- Differentiating work by tasks rather than amount
- Helping pupils to move from being dependent learners to independent learners (and even interdependent learners)
- Having high expectations of all learners
- Helping pupils to identify their own successes and their next steps and this is inline with the Marking and Feedback policy
- Ensuring differentiated questions are provided
- Celebrating success
- Sharing targets and next steps to learning with the pupils
- Using the school's tracking systems to inform other staff and parents
- Liaising with support staff to ensure they are confident with the objectives and outcomes of each lesson and how to scaffold learning to ensure maximum progress is made within lessons

The Pupil

It is the role of our pupils to come to school ready to learn. Successful learners do the following things:

- Are punctual for school and have good attendance levels
- Show enthusiasm for learning
- Behave in a way that allows them and others to learn
- Have ambition to make their learning purposeful
- Learn from their mistakes
- Embrace challenge
- Demonstrate that they can work individually or as part of a team showing respect and tolerance for others

The Parent

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Sending reports to parents in which we explain the effort, progress and attainment made by their child, setting clear targets for improvement and development
- Explaining to parents how they can support their children with homework
- Holding parent consultations where their child's work can be reviewed and their progress discussed
- Providing information on our school website
- Communication through email, homework diaries and in person through our open-door policy

We believe that parents have the responsibility to support their children and the school in implementing school policies. This can be done by:

- Ensuring their child has the highest attendance record possible
- Ensuring their child is ready for school with the appropriate equipment, uniform and PE kit
- Informing school if there are matters outside of school that are likely to affect the child's performance or behaviour
- Promoting a positive attitude towards school and learning in general

Special Educational Needs

- IEPs to be used both by teachers and assistant teachers to inform planning and delivery of lessons
- 'Dyslexic friendly' strategies are employed
- Multi-sensory teaching strategies and use of more kinaesthetic techniques
- Support SEND pupils in all subjects
- Success is celebrated and self-esteem is raised on an individual and class basis

Able, Gifted and Talented

- Gifted and more able pupils are given opportunities to use higher order thinking skills, usually through alternative, challenging activities
- Interventions challenge the pupil to think for themselves and develop advanced strategies
- Pupils are encouraged to join extra-curricular activities to develop their skills

Monitoring and Evaluation

The aims and objectives outlined in this policy are evident in the day to day working of the school. This will be monitored through:

- Classroom observation, learning walks and book looks
- The progress of the School Development Plan
- External Inspection
- Pupil Tracking
- Communication with pupils, parents, staff and School Governors
- Staff professional reviews in line with the annual appraisal system