

Teaching and Learning Policy

1. Why we have this policy

Chesterton is a College where realising the potential of each student is the highest priority. Evidence shows that effective classroom teaching is the most important factor in helping students to succeed. We aim:

- To ensure that all lessons are good or outstanding
- To help learners to become better learners
- To help teachers to become better teachers

2. What teachers and the College do to support the development of Outstanding Teaching and Learning:

- Teachers discuss their practice with colleagues regularly and the College makes time to enable this
- Teachers use current ideas and thinking in their teaching and keep up to date with the latest research for teaching their subject
- The College develops links with other schools and local universities to share and strengthen good practice

3. Monitoring to support the development of Outstanding Teaching and Learning:

- Lessons are regularly visited by a member of the Senior Team. A visit to a lesson is not time specific and may only last a few seconds (e.g. just time to say hello and ask how things are going). A Visit may last longer depending on the circumstances in the classroom
- All teachers will be observed three times during the course of the appraisal cycle
- Teachers who are judged less than good will receive additional support to help them make rapid progress

4. Frameworks to support the development of Outstanding Teaching and Learning

- Teachers are provided with a framework to support their planning through the Chesterton Lesson Observation Form and Planning Template
- Teachers follow policies that are designed to support student learning (e.g. Homework Policy, Marking, Assessment and Feedback Policy, Behaviour Policy)

- Teachers have clear and challenging targets for their students and are provided with appropriate information to support this by the Data and Intervention Manager
- The SENCo provides teachers with information on students with SEN, including guidance on how to best support each student in lessons
- The Heads of House will provide information on Pupil Premium students to help enable resources to be targeted at them appropriately
- Heads of Faculty and Subject use a framework (the Faculty SEF) to evaluate the strengths and areas for development of teachers in their area and work to address the areas for development
- Heads of Faculty and Subject use up to date subject specific Ofsted guidance (where it exists) to help inform judgements when evaluating their faculty / subject area
- Common teacher appraisal objectives focus on whole school learning priorities