



## Teaching and Learning

This is one of our keystone Policies which sits above more detailed and technical policies, with which it is hyperlinked. Like all such policies, it will have most benefit if we work to apply it together as well as individually. Ultimately, we share responsibility for its application.

HODS are responsible for monitoring and improving the quality of teaching in their departments ([see HOD Job Description](#)). AMT are responsible for directing, supervising, appraising, re-sourcing and supporting this work and for the professional development of staff.

As the first point in Our Code of Conduct says, *we are here to study and learn*. As teachers our mission is to encourage, enhance and facilitate learning, in the broadest sense of the word. Some elements of our work will be formal and orthodox, common to any good school, and particular to our subject, while others will properly derive from the distinctive ethos that we look to cultivate at Pangbourne which enshrines our desire to educate the whole child. The Flag Values succinctly summarise the values we look to encourage.

Our influence for the good is greatly enhanced when we model happy learning ourselves. The aims of our teaching are summarised as follows:

- To deliver the formal curriculum effectively acquiring appropriate skills and knowledge,
- To help students enjoy and succeed at learning academically, exploring and extending their academic and intellectual potential and in so doing to become learners for life
- To nurture students' self-confidence and social skills
- To help them practice cooperation and collaboration with others, based upon tolerance, mutual appreciation, empathy and respect
- To cultivate their literacy and articulacy
- To nurture the [Flag Values](#)
- To practice making choices wise choices and decisions
- To cultivate breadth of outlook, with better understanding the world
- To learn the virtues of: good humour, tenacity, endeavour, application, commitment, patience, initiative, rigour and self-discipline.
- To develop in them the means of balancing activities and time between study, leisure, sport and recreation

The elements of **EFFECTIVE TEACHING** include:

- Clear planning and structure
- Explicit aims and goals, which are shared with students
- Regular and timely Assessment of learning
- The employment of a variety of teaching styles and techniques, as appropriate
- Appropriate elements of pace and challenge
- Confident classroom management
- The discerning use of rewards and sanctions
- Differentiation, grounded in an understanding of the needs of individual students
- Structured prep which enhances learning
- Good relationships with students which cultivate a collaborative atmosphere , one in which exploration and making mistakes is seen constructively
- A stimulating learning environment
- Regular review of methods, evaluation of progress and pupil feedback as part of a culture of improvement
- Effective use of resources
- The encouragement of active learning
- The patient support of individuals who need help
- A healthy dialogue with tutors, HOMS
- Close liaison with Learning Support
- Good teamwork with departmental colleagues, sharing resources, problems, SOWs etc
- Taking an interest in the wider lives of students in a boarding community, so as to better motivate and connect with them
- Upholding the College's ethos, including in matters of conduct, uniform and relationships
- Making opportunities to make learning topical
- Making opportunities to encourage students healthy personal and social development
- Encouraging students' initiative and independence
- Managing and simplifying material to facilitate assimilation of essentials

**EFFECTIVE LEARNING** takes place when students:

- ✓ Understand how they can make progress
- ✓ Extend their subject knowledge and deepen their understanding
- ✓ Develop positive attitudes towards learning - theirs' and others'
- ✓ Learn how to question, think critically and solve problems for themselves
- ✓ Accept responsibility for their studies, including setting their own academic goals
- ✓ Endeavour to develop skills of research, analysis, reflection and enquiry
- ✓ Make discerning use of evidence
- ✓ Ultimately recognise the problematic nature of much knowledge
- ✓ Learn both collaboratively and independently
- ✓ Make best use of the resources available
- ✓ Feel valued as individuals

**EFFECTIVE CLASSROOM MANAGEMENT** means staff establish a clear framework for classroom conduct to manage learners' behaviour constructively and promote their self-control and independence.

- The physical environment

A classroom should be visually appealing and stimulating. Pupils should feel welcome in the room and sense that it is a place for working. The room should be laid out to suit the activities taking place and the groups taking part. Staff should also use a seating plan that lends itself to the group and task.

- Setting the correct tone

Pupils will learn behaviour from role models so staff should expect to be a role model. It is crucial that staff are in the classroom in good time to ensure they are fully prepared to teach the lesson. A well used classroom management technique is that of welcoming individual pupils in to the room by name and perhaps exchanging brief comments with pupils.

- Sharing clear goals

For lessons, SOWs or sections of work, so that students have a sense of purpose and can evaluate progress. These are not simply matters of content. Be clear what it is students are learning how to do: questioning, note-taking, listening, comparing, analysing etc.

- Ground rules and boundaries

Rather than expecting pupils to remember a whole list of dos and don'ts it is often just as well to establish ground rules as situations arise. The important thing is to be consistent and insist on the same from everyone every time. All children will feel secure if they know where the boundaries are, it will confuse them if the boundaries move.

There are sanctions and rewards and pupils need to be clear about how they are used and rely on staff to use them fairly and appropriately.

- Working relationships

All the above will help build good working relationships with pupils. Always encourage direct eye contact with pupils and reinforce good behaviour rather than give attention to poor behaviour. Remember to respond rather than react, consider your knowledge of the individual and what boundaries have been established.

- Get to know your students individually,

This can be done by both using records like VA data, pupil records, learning support profiles and by talking professionally to colleagues like HOMS and tutors

- Prep

The setting of prep should have its own dedicated spot in a lesson and should not be a rushed 'after thought'. The collecting of prep should also be planned and managed and not give individuals the opportunity to be deceitful. The handing back of prep is also an important feature of a lesson. You should assume the pupil has done their best to complete prep to a good standard and hence have a genuine interest in what you are going to feed back to them. If you do not give appropriate importance to their work and show you value it they may well not put in the same effort in future.

- Making Learning Active

Pupils will feel good about a lesson if they feel they have achieved something hence a plenary element that reinforces what has been learnt can be very useful. A good plenary discussion will send pupils away from the lesson assimilating what they have just learnt. It can also help a teacher make an assessment about how to proceed in the next lesson.

- Vary the Dynamics

Experiment with small group, pair work, student presentation, brainstorming, peer appraisal, buddy working, research tasks, open-ended and closed.

- Encourage Individual and Critical Thinking

Allow students to express opinions, encourage them to make judgements and to think critically about knowledge and issues

- Formative Assessment

Update your assessment of what students can/can't do, sharing it with them constructively. Consider outcomes and assess them critically but constructively.

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