



Teaching and Learning Policy

Policy Title:	Teaching and Learning Policy
Last Review:	August 2025
Next Review:	August 2026
Responsibility:	Deputy Head, Headmaster
Other relevant policies:	Curriculum Policy Equal Opportunities Policy Homework Policy Marking, Feedback and Assessment Policy Pupil Behaviour Policy WHS Teaching Standards

Aim

This policy has been collaboratively established after discussion, dialogue and collective review involving all members of the teaching staff. It applies to all members of staff charged with educating our pupils in the classroom environment, including EYFS.

Principally through the delivery of this policy, West House School aims to provide each pupil with:

- Equal entitlement and access to learning opportunities.
- Opportunities to develop existing skills fully and to learn new ones.
- Opportunities to enrich and extend learning experience.
- A desire to continue to learn after leaving the school.
- Happy memories of his or her time here and a positive regard for the experience received.

Effective Learning

Where learning is effective, pupils:

1. Are motivated to:

- Take an active interest in their lessons through encouragement from teachers, parents, and each other.
- Ask questions and be inquisitive, try to find answers and ask for help when needed.
- Improve their performance.
- Enjoy lessons and readily respond to the challenge of the task set.
- Demonstrate in assessments and tests that they are performing at least as well as can be expected and are making progress.
- Care about the presentation of their work and look after resources.

2. Take responsibility for:

- Evaluating their achievement in relation to the learning objectives/outcomes.
- Concentrating on tasks set and listening attentively when appropriate.
- Helping each other and working collaboratively as well as independently.
- Developing over time the ability to work autonomously and to take responsibility for their own learning.

3. Have developed or are developing the following skills:

- Perseverance and resilience when undertaking tasks that they find challenging.
- Responding positively to opportunities given to extend their learning.

- The ability to modify and correct work.
- Meeting deadlines.
- Retaining and applying knowledge and making connections between curriculum areas.

4. Understand the implications of social learning by:

- Arriving on time to lessons and with the appropriate equipment.
- Being able to adapt to different ways of working.
- Increasingly evaluate their work and making realistic judgements about it.
- Perceivably gaining in skills, knowledge and understanding, given their age and ability and the time available.
- Communicating information and ideas and offering comments and explanations.
- Feeling that they are valued by their teachers and that their achievements are being recognised.

Effective Teaching

The most effective teaching occurs when parents support teaching staff by expecting pupils to achieve their best. The partnership between home and school is a vital element in the success of every pupil and must be fostered and developed to the best possible degree.

All teachers will aim to:

1. Make their lessons purposeful

- Through carefully planned, well-structured and well-paced delivery.
- By making aims and objectives explicit to pupils at the beginning of each lesson and involving pupils actively in their evaluation of learning achievement.
- Through explicitly checking, understanding, and reviewing work covered in each task or topic.
- By delivering the schemes of work in line with subject policies.
- By starting and finishing lessons promptly and avoiding dead minutes.

2. Make lessons interesting and stimulating

- By consciously showing enthusiasm and positivity for and about the subject and learning.
- By devising imaginative/creative approaches to the development of knowledge and skills.
- By varying teaching styles, learning activities and the learning environment to maintain pupils' interest and take account of learning styles.
- By structuring lessons appropriately.
- By providing frequent and varied opportunities to converse and share their understanding with peers and staff.
- By using praise and positive reinforcement to foster self-esteem, motivation, and confidence.
- By regularly displaying examples of pupils' work and other relevant stimuli.
- By encouraging pupils to demonstrate their skills in a variety of ways, such as formal presentations, drama, debate, and role play where appropriate.
- By using ICT and multimedia presentations where appropriate.

3. Create an orderly environment and manage classes efficiently

- By matching teaching styles to lesson objectives and group dynamics.
- By organising resources in ways which will promote orderly classroom management.
- By creating a nurturing and safe environment where all pupils feel valued and able to contribute.
- By being consistent in relation to classroom procedures, The West House Way Code of Conduct, and the Pupil Behaviour Policy.
- By setting homework regularly in line with the published homework timetable and following up non-completion. Homework should be marked, and feedback provided (see the Homework and the Marking, Feedback and Assessment Policies).
- By keeping up-to-date and accurate records and submitting assessment data for reporting.
- By being flexible enough to adapt their lesson plan to take account of pupils' contributions and unforeseen circumstances.
- By setting and achieving high standards of behaviour and motivation, recognising that a productive classroom might not always be a silent classroom.
- By regularly reviewing pupil groupings and seating to promote effective learning.

4. Match learning activities/opportunities to all abilities and preferred learning styles

- By using evidence of prior attainment to gauge pupils' individual capabilities.
- By using 'active questioning' to offer well-pitched questions that challenge and stretch the pupils.
- By testing the understanding and acquisition of knowledge through a variety of means.
- By using appropriate differentiated materials and tasks which ensure pupils' active participation in lessons, through meeting their individual educational needs.
- By working proactively with Teaching Assistants, where appropriate.
- By setting high expectations for all pupils and rewarding achievements with praise and rewards (see Pupil Behaviour Policy).
- By using strategies suggested by the school SENCO e.g., implementing SLCN techniques and approaches.

5. Develop positive and productive working relationships with pupils

- Through confident and assured command of subject matter, that is regularly reviewed and updated.
- Through appropriate professional development, observations, discussions and INSET.
- By being clear with instructions, questions and explanations.
- By understanding and promoting the value of focused discussion and setting ground rules for speaking and listening.
- By fostering mutual respect, both pupil to pupil, teacher to pupil and teacher to parent.
- Through actively promoting equal opportunities through the teaching and learning process (see also Equal Opportunities Policy).
- By encouraging parents to support pupil learning.
- By responding to all parental concerns within 24 hours and making sure that appropriate follow up is maintained.

6. Use both formative and summative assessment to evaluate pupils' progress and to inform future teaching plans

- By using a variety of formative in-class assessment, which relates to the subject area.
- By marking consistently and positively in line with whole school and department marking policies (see Marking, Feedback and Assessment Policy).
- By giving regular feedback to pupils about their work either through marking of work or verbally and setting them achievable targets for development that may also be recorded in their planner.
- By encouraging self-assessment to enable continuous improvement.
- By encouraging and trusting pupils to take responsibility for their own learning e.g., through guided study, independent study, self-assessment and small-scale opportunities for them to present to the rest of a class.
- By checking progress against potential by using relevant assessment data.

Planning

Weekly planning should be entered on the Learning Platform by Sunday evening.

Other Areas of Learning

Although extensive learning takes place within the classroom, pupils are encouraged to recognise that significant opportunities for learning exist outside the classroom. Indeed, the school recognises that learning takes place not only in lessons, but also through routines (assemblies, moving around the school, lunchtime, etc.) and events (performances, sporting occasions, etc.). It is important that all members of staff aim to be consistent in their approach and the application of relevant policies in these areas as well as in lessons as they constitute such an important part of the learning process.

Remote Learning

If remote learning becomes necessary, the school will provide a timetable of lessons and activities. Wherever possible sessions will include an element of live teaching and work and/or resources will be available via Google Classroom or Class Dojo.

Publication

This policy will be made available to all staff and forms part of the Staff Handbook. It will be made available to parents and pupils who are new to the school and will be accessible to all parents via the school website and the school office.

Monitoring and Reviewing

The Director of Teaching, Learning and Assessment will carry out an annual review of this policy and make appropriate recommendations to the Board of Governors' Education Committee.