



TEACHING AND LEARNING POLICY

Member of staff responsible: Clare King

Last reviewed: 25th November 2019

Headmistress:

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Teaching and Learning are central to the existence of Westbury House. This Policy attempts to lay out the basic expectations and beliefs which underpin Teaching and Learning in our School and also directs the reader to the various other policies which may be regarded as components of this over-arching policy, as well as being valid in their own right.

The list below shows the various components of the Teaching and Learning Policy at the time of revision. It should be emphasized that this is not an exhaustive list and will be reviewed annually by the SLT.

- Basic values and teacher expectations
- Homework policy
- Handwriting policy
- Use of ICT
- Departmental teaching policies
- Citizenship
- Moral and Spiritual development
- Ongoing Professional Development Policy
- Assessment Policy
- Marking and Spelling Policies (Departmental and Whole-School)
- Curriculum structure
- Pupil responsibilities within School
- Reporting structure
- The work of specialist staff (including peripatetic staff)
- Resourcing and staffing
- Communication with Parents
- Extra-curricular activity programme
- Accelerated Learning techniques

Basic Values and Teacher Expectations

The detail of what Westbury House School stands for is outlined most clearly in the Mission Statement. Westbury House a community based on fellowship, justice, respect and hope. We stand for giving our pupils back the control of their life-chances, so that they are able to seek to maximise their full potential. To that end, as teachers, we must accept that we are responsible for the outcomes which occur within our classrooms. We must be:

- Prepared to make sure that all lessons contain multi-sensory input as far as is possible and appropriate to the content concerned.
- Willing to examine our own practice should a pupil not seem able to learn in our lessons

- Able to use the results of assessment to inform our practice
- Familiar with the needs of our pupils as individuals
- Able to up-date our subject knowledge and our professional craft
- Willing to offer a range of educational experiences
- Prepared to strive to develop in our pupils both a love of our subjects but also an awareness of their responsibilities to themselves and others when part of the process to develop success in them.
- Willing to take our individual place in the whole-school approach employed at Westbury House

It is accepted that this is a very demanding situation, and therefore it is the responsibility of all staff but particularly the SLT to support individual teachers in their attempts to develop success in our pupils.

It must be clear to the pupils that we have confidence in their abilities as learners and that we are there to help them both in and out of the classroom. We must encourage and guide their progress and should avoid compromise of the standards which we set, in achievement, effort and behaviour. We must read the paper trail to understand our pupil, but also read the context of an event and decide, 'could the pupil have avoided the error in judgment'? Try to remember that we must often coach as well as teach. We must always try to remember that children learn best in a stimulating environment that is high challenge but low stress.

Throughout there should be recognition of the fact that the overall failure of a pupil is not an option as far as the School is concerned.

Relationship with Parents

Parents must feel themselves to be partners in the process of the education of their child. They can be used as a powerful tool in the process of education, if treated with respect and kept informed on a regular basis.

We must remember that parents are giving into our trust the most precious thing in their life, the present and future wellbeing of their child.