

St. George's School Windsor Castle

Curriculum Policy and Teaching and Learning Policy



Updated Jan 2011

Contents

Curriculum Policy	3
Introduction.....	3
The Aims of St George’s Curriculum Policy.....	3
Our Curriculum Encourages our Pupils to:	4
Curriculum Organisation	4
Curriculum Plan.....	6
Explanatory notes for the Curriculum Plan	6
Equal Access to our Curriculum	13
Curriculum Planning	14
Planning by staff.....	14
Long-term planning.....	14
Medium-term planning.....	14
Short-term planning	14
Overseeing of Planning	15
Planning for Pupils.....	15
The Curriculum Development Group.....	15
The Governors' Education Committee.....	16
Allocation Of Resources To The Different Curriculum Areas	16
Health And Safety Issues In The Different Curriculum Areas.....	16
Community Links	16
Parental Involvement.....	17
Conclusion.....	17
Appendix 1 - Scrutiny of Work arrangements.....	18
Teaching and Learning Policy	20
Ethos	20
The aims of teaching and learning at St George’s School:	20
Effective teaching at St George’s School is characterised by:	20
Effective learning will be dependent on pupils:.....	21
Conclusion.....	22



Curriculum Policy

Introduction

St George's school provides education for pupils aged from 3 to 13, covering the Early Years Foundation Stage, Key Stages One, Two and the first two years of Key Stage 3. Our curriculum provides our pupils with a broad and balanced educational experience. Through our curriculum we prepare our Year 2 pupils for the Key Stage 1 SATs tests and our older pupils for Common Entrance and Senior School Scholarship examinations, which they will sit at the end of Year 8.

The Aims of St George's Curriculum Policy

- ◆ to facilitate the development of pupils' linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative capacities
- ◆ to facilitate pupils' personal, spiritual, moral, social and cultural development (see separate Policy)
- ◆ to ensure that, through the curriculum, pupils acquire and develop the key skills of speaking and listening, literacy and numeracy
- ◆ to recognise the potential and talents of each pupil at the same time as appreciating that individual pupils have differing needs that must be met so that all pupils have equal access to our curriculum and make appropriate progress
- ◆ to familiarize pupils with the use of ICT, to the extent that it is an integral part of their learning and not only a 'stand alone' curriculum area
- ◆ to enable the rewarding of effort as well as achievement, thus recognising the path a pupil takes during the learning process as well as the final result
- ◆ to ensure that statutory requirements are met whilst at the same time ensuring that curriculum content retains its independence to be flexible and relevant to our pupils' lives and to the world around us
- ◆ to monitor pupils' attainment and the quality of teaching and learning, thus ensuring that our curriculum is effectively implemented and that pupils are making appropriate progress
- ◆ to facilitate our measuring, assessing and recording the progress of each pupil in a systematic way, enabling us to ensure that each pupil achieves his or her fullest potential
- ◆ to set achievable but challenging targets that promote an ethos of continuous improvement

Our Curriculum Encourages our Pupils to:

- ◆ participate and achieve in all aspects of school life, both independently and working in pairs or teams
- ◆ develop positive self esteem, a sense of worth and respect for themselves and others
- ◆ relate to and communicate effectively and constructively with their peers, their teachers and their parents. Communication skills learnt through studying the curriculum will help to prepare pupils for the opportunities, responsibilities and experiences of adult life
- ◆ begin to think about possible careers, especially those pupils in Years 7 and 8. This will largely be undertaken in PSHE lessons although all teachers of Years 7 and 8 will be aware of life choices which our older pupils may be beginning to consider
- ◆ understand and influence the world in which they live
- ◆ develop physical understanding and ability
- ◆ appreciate and become involved in aesthetic and creative activities
- ◆ develop a sense of curiosity and scientific investigation
- ◆ develop various thinking skills, including information processing, reasoning, enquiry, creative thinking and evaluation

Curriculum Organisation

The curriculum is organised into stages which reflect the way the school is structured:

1. Pre-prep (Early Years Foundation Stage: Nursery and Reception, and Key Stage 1: Years 1 and 2)
2. Middle school (3-5) Key Stage 2
3. Upper school (6-8) Key Stage 2 and 3

The Early Years Foundation Stage Profile is completed towards the end of the children's Reception Year.

At the end of Key Stage 1 our Year 2 pupils are assessed using SATs tests and areas of the Key Stage 1 curriculum will reflect this.

At the end of Key Stage 2 our Year 6 pupils do not take SATs. This decision was made because a broad and flexible curriculum is our priority and it was felt that our scope and independence would be limited by the preparation required for the SATs. Our Year 6 curriculum forms a solid foundation year for pupils as their teachers start to prepare them for Common Entrance work which they will complete in Years 7 and 8.

When our pupils move into Key Stage 3, that is Years 7 and 8, they study a curriculum which is based on the Common Entrance syllabus in many subjects. Care is taken to ensure that the aims and ethos of our curriculum policy are not compromised.

The curriculum aims to be broad and balanced if we are to ensure relevance for the pupils at different stages of their schooling at St George's school.

Balance in the whole curriculum should reflect the needs of pupils at various age-related stages of their schooling and therefore some subjects are not introduced to the pupils until a later stage. Pupils require periods of play as well as attention to academic study and a careful balance between these is reflected in the amount of curriculum time proportioned to them at St George's.

The divergent individual needs of particular pupils will dictate variable balance in the whole curriculum. For some pupils it may not be appropriate for them to study the full range of subjects offered at St George's. In these circumstances a pupil receives extra help in another subject or help managing a learning difficulty. Where a pupil has a statement the curriculum will be taught in such a way that the requirements of the statement are fulfilled.

Curriculum Plan

Explanatory notes for the Curriculum Plan

In Years 3-8 there are 45 x 35 minute lessons per week.

The second table shows how the lessons are distributed across all the subject areas, for example there are 5 x 35 minute lessons of English in Years 6,7 and 8.

Where pupils are not set they are taught in their Form Groups.

In Year 3 pupils are not set.

In Years 4 and 5 pupils are set into two groups, according to ability, for English and Maths only.

In the current Year 6 (2010/11), which is a bulge year, there are 3 sets for most subjects. Usually there are 2 sets in Year 6, as for Years 7 and 8 but the bulge year has allowed us to have three sets.

In Years 7 and 8 pupils are grouped into sets for all subjects (2 sets in Year 7 and 3 in Year 8). There is variation between sets, for example the higher ability set for English is not necessarily made up of the same pupils as the higher ability set for Maths or French.

In Year 7 the Latin class is split into 2 groups with two teachers for 2 out of the 3 lessons to allow some pupils to work at a slightly slower pace.

At St George's the higher ability sets are known as the 'X' sets and the lower ability sets are known as the 'A' sets.

In Year 6 which is a bulge year the highest ability set is known as the X1 set, the middle set as the X2 set and the lowest ability set as the A set.

In Year 8 there is an additional set known as 8S which is the scholarship set. This set usually contains eight or less pupils.

In Year 5 the weekly PSHCE lesson is taught in a morning tutor period, thus giving this year group 46 lessons a week.

It should be noted that there is a fair amount of transition between sets either during the academic year or at the start of a new academic year.

The tables below show how the weekly curriculum time is allocated to pupils in Years 1 and 2 and in Years 3-8.

Early Years Foundation Stage

1. PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT.
2. COMMUNICATION, LANGUAGE & LITERACY
3. PROBLEM SOLVING, REASONING AND NUMERACY
4. KNOWLEDGE AND UNDERSTANDING OF THE WORLD
5. PHYSICAL DEVELOPMENT
6. CREATIVE DEVELOPMENT

None of these areas of Learning and Development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All the areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Pre-Prep Key Stage 1

Core Subject Area

- ENGLISH
- MATHEMATICS
- SCIENCE

Subjects

- ART
- D.T.
- FRENCH
- GEOGRAPHY
- HISTORY
- I.C.T.
- MUSIC
- P.E.
- RELIGIOUS STUDIES
- PSHE

Subject	Y1	Y2
English	5 x 1hr	5 x 1hr
Maths	5 x 1hr	5 x 1hr
Science	1 x 90m	1 x 90m
French	1 x 30m	1 x 30m
German	0	0
Latin	0	0
Greek	0	0
Geography	1 x 45m	1 x 1hr
History	1 x 45m	1 x 1hr
Religious Studies	1 x 1hr	1 x 1hr
Art	1 x 90m	2 x 45m
DT	0	1 x 1hr
ICT	1 x 45m	1 x 1hr
Music	1 x 30m	1 x 30m
Drama	0	0
PE & Swimming	2 x 30m	2 x 30m
Games	1 x 30m	1 x 40m
PSCHE	1 x 30m	1 x 30m

Subject	Y3	Y4	Y5	Y6	Y7	Y8
English	7	7	6	5	5	5
Maths	7	7	7	5	5	6
Science	5	4	5	5	5	5
French	2	3	3	4	4	4
German	0	0	0	3	3	4
Latin	0	0	3	3	3	4
Greek	0	0	0	0	0	3
Geography	2	2	2	2	3	3
History	2	2	3	3	3	3
Religious Studies	1	1	2	2	2	2
Art	2	2	2	2	2	3
DT	2	2	2	2	2	3
ICT	2	2	2	2	1	3
Music	2	2	2	1	1	1
Drama	1	1	0	0	0	0
PE & Swimming	2	2	1	1	1	1
Games	7	7	7	7	7	7
PSCHE	1	1	1	1	1	1

In Years 6 and 7 pupils who take Latin may also take German in 3 registration periods (choristers are not available in tutor period so they will choose either German or Latin in the timetable). Pupils who do not take Latin take German in the timetable.

In year 8 pupils opt for Latin **or** German but some also take Greek in morning tutor periods.

In Years 5 pupils take **either** Art for the first 1½ terms then DT for the last 1½ (the change takes place after the February half-term), **or** the other way round.

In Year 8 pupils take Art, DT and ICT in rotation. The year group will be split into three groups and each group will have a triple lesson of one of the three for one term and will then move on to the next of the three in the next term.

Class Sizes as at 7th January 2011

Year	Class	Subject	Size
Nurs	Morning	All	19
	Afternoon	All	16
Rec	Rech	All	21
	RecP	All	21
1	Boys	Games	31
	Girls	Games	10
	1AT	All other lessons	20
	1LB	All other lessons	21
2	Boys	Games	23
	Girls	Games	18
	2EB	DT	½ Class
	2SS	DT	½ Class
	2EB	All other lessons	21
	2SS	All other lessons	20
	3ABn	Art/DT	½ Class
	3HH	Art/DT	½ Class
	Boys	Games	16
	Girls	Games	24
3	3ABn	All other lessons	20
	3HH	All other lessons	20
4	4A	Maths	19
	4X	Maths	22
	4A	English	18
	4X	English	23
	4EC	Art/DT	½ Class
	4GSec	Art/DT	½ Class
	Boys	Games	23
	Girls	Games	18
	4EC	All other lessons	21
	4GSec	All other lessons	20
5	5A	Maths	21
	5X	Maths	21
	5A	English	21
	5X	English	21
	5GS	Art/DT	½ Class
	5TM	Art/DT	½ Class
	Boys	Games	30
	Girls	Games	12
	5GS	All other lessons	21
	5TM	All other lessons	21
	5GS	Latin	18
	5TM	Latin	21

Year	Class	Subject	Size
	5GS	Non Latin	3
	5TM	Non Latin	0
6			
	6A	English	14
	6X2	English	22
	6X1	English	20
	6A	Maths	13
	6X2	Maths	20
	6X1	Maths	23
	6A	Science	17
	6X2	Science	20
	6X1	Science	19
	6A	History	17
	6X2	History	21
	6X1	History	18
	6A	French/Geography/PSHCE/PE/Music/R S	18
	6X2	French/Geography/PSHCE/PE/Music/R S	19
	6X1	French/Geography/PSHCE/PE/Music/R S	19
	All	Art/DT/ICT	1/3 year
	6AM	Latin	5
	6TT	Latin	22
	6AM	German	13
	6TT	German	21
	6ES/AEN	ES/AEN	13
	Boys	Games	34
	Girls	Games	22
7			
	7A	English/History/Geography/Music	17
	7X	English/History/Geography/Music	16
	7A	Maths/Science	18
	7X	Maths/Science	15
	7A	French/ICT/RS/PHSE	16
	7X	French/ICT/RS/PHSE	17
	7A	Art/DT	½ year
	7X	Art/DT	½ year
	7La	Latin	17
	7AM	German	13
	7TT	German	11
	7ES/AEN		6
	All	PE	33
	Boys	Games	26
	Girls	Games	7
8			
	8A	English/History/Geography	11
	8X	English/History/Geography	16
	8S	English/History/Geography	6
	8A	Maths/Science/PSHE	11

Year	Class	Subject	Size
	8X	Maths/Science/PSHE	16
	8S	Maths/Science/PSHE	6
	8A	French/RS/Music	14
	8X	French/RS/Music	13
	8S	French//RS/Music	6
	8Art	Art	1/3 year
	8DT	DT	1/3 year
	8ICT	ICT	1/3 year
	8X	Latin	4
	8S	Latin	6
	8Ger	German	16
	8ES/AEN	Extra Support / Additional Needs	9
	8Grk	Greek	8
	Boys	Games	24
	Girls	Games	9
	A	PE	12
	S&X	PE	21

Equal Access to our Curriculum

Equal Opportunities

At St George's we ensure that all pupils have an equal opportunity to learn. Regardless of gender, ethnicity, social and family background and age, all pupils are taught in such a way that they will learn and achieve to their maximum potential. The school's Equal Opportunities Policy applies across all areas of the curriculum.

Additional Educational Needs

Pupils with additional educational needs will benefit from the support given by the AEN department.

Pupils identified as having learning difficulties will receive support from their teachers, and the SENCO also provides support for staff both in class and through INSET sessions. Pupils with learning difficulties will have an Individual Education Plan which helps teachers understand how best to help these pupils access the curriculum. Teachers will tailor their lessons accordingly, so that all pupils can access the curriculum in a way that is appropriate to their strengths and weaknesses.

The school will ensure that pupils who have a statement of special educational needs will access the curriculum in a way that allows the requirements of the statement to be fulfilled.

Pupils for whom English is a second language may also require help to access the curriculum so that they can learn and make progress. These pupils will benefit from the support given by the AEN department and staff will be made aware how best to help these pupils access the curriculum.

All pupils are individuals and as such can be seen as having specific needs, gifts or talents which all require consideration to allow pupils to realize their full potential. To ensure all students receive equal access to a broad, balanced and relevant curriculum there is sometimes a need to look at alternative ways of working. This may include the use of computers, including laptops, physical aids, adapting workspaces and equipment.

The needs of the most able are also addressed and this is done through teachers carefully planning their lessons to ensure that the work is sufficiently differentiated and challenging. St George's Gifted and Talented policy makes provision for gifted and talented pupils to access the curriculum in a way that is exciting and challenging for them. At times this may require an extended curriculum. Where a pupil is Gifted to an extent that he or she is working at a level well above his or her peers, there may be provision for that pupil to attend individual lessons with an appropriate teacher. Pupils identified as potential scholarship candidates in Year 8 are set in a scholarship class which follows its own timetable in the academic subjects.

Curriculum Planning

Planning by staff

There are three broad levels of curriculum planning. Planning is undertaken by all teaching staff. Heads of Department liaise with class teachers and subject teachers to ensure that plans are effective and working documents which enable the different curriculum areas to be taught effectively and appropriately to any particular class. Departmental meetings are held at least termly and planning can be discussed at these. The Curriculum Director will attend half termly Departmental meetings.

Long-term planning

Curriculum Overviews are completed for different subject areas. These are completed and reviewed termly. They are brief documents which give the topics to be studied by each year group in each subject area for that particular term. They also include brief explanation.

These are available to parents from the school reception and are also stored on the school server.

Medium-term planning

Medium term plans are completed and reviewed at least every term. Medium term plans show what is being taught in any given week for each subject for each year group for any given term. These plans may include objectives, assessment procedures, resources, differentiation, use of ICT (in red) and other information. Medium Term plans usually take the form of a grid which is divided into weeks for that term but the exact layout may vary depending on the nature of the subject.

Medium term plans are working documents and must be flexible. Although they should be completed near to the start of each term teachers will modify them as a result of assessment for learning, nature of their classes, interest shown by pupils in a particular area, time taken to complete a given task and other considerations. Relevant changes will be noted and incorporated into the plans.

Medium term plans should be completed and stored on the school server. In the Autumn Term they should be completed by the end of the third week of term, giving teachers time to get to know their new classes and make any changes deemed necessary. In the Spring and Summer Term these plans should be completed by the end of the second week of term.

Short-term planning

Short term planning is carried out individually by class teachers and subject teachers and is used to focus weekly and day to day teaching of the curriculum and assessment. This planning is usually documented in the teacher's planner which forms a working document.

Any documents referred to in the long term and medium term planning sections, above, are found on the school server: public_server in the curriculum folder.

Overseeing of Planning

The Senior Management Team will oversee planning and ensure that it is taking place so that the curriculum is well delivered through effective teaching.

The Curriculum Director will liaise with the Heads of Department with regards to content and completion of plans.

Heads of Department will liaise with their subject teachers to discuss content and completion. Heads of Department will hold departmental meetings at least once a term. The Head of Pre-Prep in liaison with Heads of Departments, will oversee the planning in that Department.

Members of the Senior Management Team and Heads of Department will undertake scrutiny of work, including reviews of pupils' exercise books in addition to lesson observations. There is a schedule for this scrutiny and it is attached as an appendix to this policy.

Planning for Pupils

Pupils will be given chances to plan how they might improve their attainment levels as they study the curriculum. There is a space in the school diary so that pupils can set targets which are reviewed termly and yearly. Pupils will complete these with the help of their form teacher in Years 3, 4 and 5, and with the help of their personal tutor in Years 6, 7 and 8.

In addition some subject areas give pupils the chance to set targets at the start of a new academic year and/or terms. These targets are reviewed and help pupils understand their own strengths and weaknesses in the different subject areas.

Half termly work reviews and reports are sent home and all pupils discuss these with their form teachers or personal tutors, again setting targets about how grades may be maintained or improved.

The Curriculum Development Group

This group is made up of the Curriculum Director and Heads of Department. The Headmaster and other relevant members of the Senior Management Team will usually attend meetings. This group meets as necessary to discuss any changes in statutory requirements, changes in school policy and other matters pertaining to the curriculum. It is seen as a forum for the views of all staff to be considered through discussion and through fostering positive changes in the curriculum areas of the school.

This group also meets to review the academic progress of all pupils in Years 6, 7 and 8. Each year group will be reviewed once a term and notes will be made on the pupils' profiles. This meeting is now combined with the pastoral review meeting for each Year group.

The academic progress of pupils in Years 3, 4 and 5 is reviewed regularly in the Middle School meetings. Again, notes are made on the pupils' profiles.

Governors' Education Committee

The Governors' Education Committee meets termly to discuss issues which relate to the ongoing development of the school both in terms of buildings, initiatives and resourcing future programmes. The meetings provide a forum for discussions on the ongoing development of different aspects of the school curriculum. Members of the staff are invited to inform the committee of programmes or issues which aim to help to further develop the effective implementation of the school curriculum in the widest possible sense.

Allocation of Resources to the Different Curriculum Areas

Heads of Department, in consultation with the bursar, receive an allowance. It is their responsibility to ensure that there are suitable resources and equipment available for the planned topics or modules. Storage and allocation of this equipment is the responsibility of the Head of Department. The Pre- Prep Department has its own budget.

Health and Safety Issues in the Different Curriculum Areas

It is the responsibility of all staff to be aware of possible health and safety issues in relation to the different subject areas they teach or have a specific responsibility for. As far as possible they should eliminate foreseeable safety issues in various environments and with different types of equipment. It is fundamental that pupils also develop positive attitudes to the safety of themselves, others, equipment and apparatus and an ethos is created where a respect for the environment is developed. Any specific issues relating to health and safety, which need immediate attention, should be brought to the attention of the head-teacher/Health and Safety Officer. The Health and Safety Officer in consultation with the relevant teachers will carry out risk assessments whenever this is considered necessary for a specific subject area.

In addition to the school's health and safety rules teachers must be aware of and comply with additional regulations for specific activities such as swimming pools and other outdoor facilities. Further information is contained in the "St George's School Health and Safety Policy Document".

Community Links

Appropriate use will be made of the local and wider community thus enabling pupils to transfer the knowledge, skills, attitudes and concepts they have learnt VI the curriculum to other situations and broadening the range of learning experiences available to them. The local and wider community should be involved in the life of the school through pupil participation in:

- visits to the theatre, art galleries etc.
- visits to a variety of geographical locations e.g. parks, the coast, towns, the countryside etc.
- visits to places of historic interest e.g. Windsor Castle, old buildings, museums etc.
- visits to places of technological interest e.g. railway station, factories etc.
- opportunities to hear speakers.
- study support activities e.g. residential holidays, sports clubs.

Parental Involvement

Parental involvement in the life of the school is encouraged. Where parents have a particular interest or ability the school may ask them to contribute to the work of the school. The use of parent's expertise is seen as a potential resource to enrich the different curriculum areas.

Fostering collaboration with parents includes:

- sharing expertise
- home/school diaries
- participation in school visits and celebrations
- open days
- listening to children read
- helping in Pre-Prep classes in various ways

Conclusion

The curriculum is a key part of every pupil's life at St George's. Through the processes explained above we believe we deliver an exciting and relevant curriculum that enthuses our pupils with a love of learning that will remain with them throughout all the stages of their educational career.

To be reviewed October 2011

Appendix 1 - Scrutiny of Work arrangements

The curriculum policy explains that, through scrutiny of work and observation of lessons, St George's ensures that the curriculum is being taught in accordance with what the curriculum policy, curriculum overviews, departmental policies and medium term plans say it is being taught.

Scrutiny of work is carried out through lesson observation and looking at exercise books, folders or, in the CPPE departments, at any work completed.

The arrangements are as detailed below:

- 1) Each member of the SMT takes responsibility for 2 or 3 departments to ensure that lesson observations and work scrutiny are being carried out. In addition that member observes the Head of Department teaching a lesson twice a year.

Departments have been allocated as follows:

Roger Jones: English and History

Pat Griffin: RS and PHSE

Paul Churchouse: Science, ICT and Games/PE

Sophie Green: Latin and MFL

Yvette Day: Art, Maths and AEN

Kevin Wills: Geography and DT

The exercise books and work produced by the pupils in the classes of the Heads of Department will be scrutinised by the Assessment Coordinator who will report termly to the SMT on her findings.

- 2) Heads of Departments include in their policy documents a rolling plan of how they will scrutinise work over the academic year.

In the academic year 2009/2010 two lesson observations will be undertaken by the Head of Department each term and a copy of the lesson plan and observation form will be sent to the Headmaster, the Curriculum Director and the allocated member of the SMT. The Head of Department scrutinizes two sets of exercise books/work each term. This may be work from a Year Group that has not been observed to ensure that more year groups will be looked at in one way or another. Once a set of books has been looked at the HoD should complete a scrutiny of work sheet. This should be kept as evidence of work and also emailed to the Headmaster, the Curriculum Director and the allocated member of the SMT.

In the academic year 2010/2011 Heads of Department will undertake one formal lesson observation each term and will scrutinize one set of work and complete relevant paperwork. Heads of Department will also carry out one informal lesson observation each term. This may be known as a 'walk of learning' and the Head of Department may arrive with no notice and only stay for a part of the lesson, thus acquiring a flavour of what is going on in his or her department. Brief informal notes will be made and kept with the Head of Department's other records.

Appendix revised Summer 2010 by SG



Teaching and Learning Policy

Ethos

At St George's we believe that our teaching and learning processes are key aspects of the school. Through very high standards of teaching and learning we instill in our pupils a love of learning and interest in their work, and thus promote the happiness and confidence of our pupils.

Our teaching fosters in pupils the application of intellectual, creative and physical effort. We help our pupils communicate effectively with each other and their teachers. We promote communication of knowledge through varied media such as music, illustration, use of information technology and many other ways in addition to the more traditional methods of reading and writing.

We teach all pupils at an appropriate level to enable them to reach their full potential and we recognise that a pupil's effort is a crucial part of the learning process and deserves positive recognition and feedback.

Equally important is the emphasis that is placed on independent thinking and learning so that pupils can discover things for themselves and be familiar with the processes of questioning and investigation which will leave them with the ability to think for themselves as they grow into older children and young adults.

The aims of teaching and learning at St George's School:

- inspire curiosity and a desire to learn, so that our pupils leave the school with the enthusiasm to continue their learning into adulthood
- make learning enjoyable
- give our pupils the appropriate knowledge so that they are able to respect the needs and values of their own community and environment, at the same time as being able to respect other communities and environments
- encourage staff to learn from each other and be part of a professional culture that encourages and values discussion, research and experiment
- help staff to retain a desire to learn and meet new challenges throughout their professional career

Effective teaching at St George's School is characterised by:

- Setting clear and high expectations – learning objectives will be made clear. It is good practice to discuss the learning objectives with pupils at the start of each lesson and where appropriate to have them displayed for the duration of the lesson, either on the white board/interactive white board or in exercise books. Tasks will meet the individual needs of pupils so that progression will be easier to identify and pupils will be challenged

- The use of appropriate subject knowledge, understanding and key skills: asking the right questions to verify, consolidate and extend pupils' learning; explain and demonstrate ideas clearly and in a variety of new ways. Teachers understand that different pupils have different learning styles and this will be factored in to lessons so that a wide range of learning styles can be managed.
- Effective planning - activities and resources are closely matched to learning objectives. A good match between pupils' needs and relevant activities facilitates learning built upon prior knowledge
- The use of appropriate methodology – teachers at St George's are confident and able to use a broad range of teaching methods: able to select appropriate methods from repertoire to suit purpose of lesson; good questioning technique; being able to intervene at the right moment to extend pupils' learning; knowing and understanding pupils' learning needs and providing appropriate tasks which cater for and encourage differing learning styles
- Recognising and meeting the needs of all pupils - all pupils will experience success through successful differentiation, breaking down learning into small steps, using IEPs where appropriate with precision and imagination. Teaching will accommodate all levels of ability so that pupils with learning difficulties and pupils who are more able and/or gifted and talented are set realistic and challenging targets. Teachers will ensure that where a pupil has a statement of educational needs the requirements of this statement will be met in lessons.
- Managing the learning atmosphere and pupils' behavior effectively - by planning work to meet individual needs, clearly focused lessons, pupils are interested, challenged and engaged, there are elements of choice in which the pupils can become involved, the lesson will have appropriate pace, there is a consistency of high expectations across school, these are clear, understood and fairly explained.
- Effectively managing time and resources - knowing that every minute is important, good lesson planning, lessons starting on time, linking resources, technology and support staff to the purpose of the lesson.
- Assessing pupils' work both formatively (Assessment for Learning) and summatively, using the information gained constructively. This is explained in more detail in the St George's Assessment Policy
- Providing a learning environment that will encourage pupils to learn, demonstrate commitment to a stimulating learning ethos, be rich colourful, welcoming and efficiently organised

Effective learning will be dependent on pupils:

- meaningfully interacting with human and physical resources
- being given access to a wide range of resources, materials, experiences and environments
- having a clear understanding of what is expected of them during the course of a lesson

- being given opportunities to acquire, practice and consolidate new skills
- being actively involved in lessons and given opportunities to explore, experiment and problem solve
- being given the opportunity to work independently, in groups and in teams

Conclusion

This policy reflects the general teaching and learning process of the school. It should be read in conjunction with the Curriculum Policy and the Assessment and Marking policies, in order to gain a full understanding of the teaching and learning processes of the school.

Revised Jan 11 SG
Next review date: Autumn '11