

Woodbridge School

QUALITY OF TEACHING

1 Policy Statement

This policy is to be read in conjunction with the policy *Pupil code of conduct*, which includes statements on ensuring quality of learning in lessons.

Teaching is the core activity for staff at Woodbridge School. Its primary objective must be to stimulate learning and the love of it in our pupils, including the acquisition of new knowledge, skills and the ability to self-evaluate their performance.

It is each teacher's responsibility to ensure that the quality of his or her teaching continues to improve. The direct monitoring of teaching performance is the responsibility of the appropriate Head of Department, who is responsible to the Director of Studies, and then to the Headmaster.

The Head of Department will as part of his or her job description attend and evaluate lessons, as will from time to time the Director of Teaching & Learning, the Director of Studies and Headmaster.

2 Procedure

In line with the above, the School aims and academic objectives 2 – 6 inclusive, teaching should ensure that:

- Pupils acquire new knowledge and make and can identify the progress made in lessons in that knowledge, their understanding and the development of skills.
- Stimulate an interest in their work and their ability to think and learn independently.
- Include well planned lessons and a variety of applicable and approachable teaching methods, including ICT. Overuse of lecture, dictation, demonstration, or experiment must be constantly reviewed. The teaching should be put in context relative to the prior attainment and ability of pupils.
- Demonstrate excellent subject knowledge and understanding of the subject material.
- Use the School's assessment and reporting procedures (see document entitled "Assessment and Monitoring System") to ensure that pupil performance is evaluated and communicated to Tutors, Housemasters/mistresses and parents/guardians.

Ensure that the above objectives are applied to all pupils, with particular cognisance for the needs of the very able, the least able, for those with specific

educational difficulties, those for whom English is an additional language, and those who might otherwise “coast in the middle of a teaching group”.

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| Author(s): | SHC |
| Date: | Sept 2008, Sept 2009, July 2010 |
| Review Frequency: | Yearly |
| Review Date: | JULY 2011 |
| References: | ISI 2.4 |
| Governor Agreement | |

Checked by M R Streat 27/7/10