

The Abbey

QUALITY OF TEACHING

1. Policy Statement

Teaching is the core activity at Woodbridge School. Its primary objective must be to stimulate learning and the love of learning in our pupils, including the acquisition of new knowledge, skills and the ability to self evaluate their performance. Learning should be a rewarding and enjoyable experience for everyone, and for pupils of this age it is important that there is an element of 'fun'.

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 teachers responsible for the subject, who is responsible to the Director of Studies and then to the Master and Headmaster (see Monitoring Policy).

Teachers responsible for the subject will, as part of his or her job description, attend and evaluate lessons, as will the Director of Studies and the Master (see Monitoring Policy).

2. Procedure

In line with the above teaching should ensure that:

1. Pupils acquire new knowledge and make and can identify the progress made in lessons in that knowledge, their understanding and the development of skills.
2. Stimulate an interest in their work and their ability to begin to think and learn independently.
3. Include well-planned lessons and a variety of applicable and approachable teaching methods, including ICT. Over use of lecture, dictation, demonstration, or experiment must be constantly reviewed. Put the teaching in context relative to the prior attainment and ability of pupils. Remember that pupils learn in different ways and this must be taken into account when planning. All members of staff are to keep an up to date record of their planning linked closely to the subject policy documents. At the beginning of each academic year planning records are to be issued to each member of staff and these should be available for the Director of Studies or the Master to see. Also, if a member of staff is ill, the planning records will be used by the cover or supply teachers.
4. Through teaching the teacher must aim to:
 - enable pupils to become confident, resourceful, enquiring and to begin to be independent learners
 - foster pupils' self esteem and help them build positive relations with others and learn the value of collaborative learning
 - develop pupils' self respect and encourage pupils to respect the ideas, attitudes, values and feelings of others
 - show respect for all cultures and in doing so promote positive attitudes towards other people

- support spiritual, moral, social and cultural development in pupils when the subject material is appropriate.
 - identify cross curricular links where possible
 - develop pupils' literacy and numeracy skills where possible
 - enable pupils to understand their community and help them feel valued as part of the community
 - help the children grow into reliable, independent and positive citizens.
5. Use the School's assessment and reporting procedures to ensure that pupil performance is evaluated and taken into account when lessons are planned as well as being communicated to class teachers, the Director of Studies, the Master and parents.
 6. 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 who require specific learning support, those for whom English is an additional language, and those who might otherwise "coast in the middle of a teaching group". Make full use of differentiation and have a good working knowledge of pupils' IEPs.
 7. Be aware of good practice. Be punctual when starting the lesson as this "sends the right message". Make sure the classroom is well ventilated and pupils do not have clutter on desks. Explain what the objectives of the lesson are at the beginning, and sum up what you have taught at the end of the lesson. In appropriate lessons allow the pupils to drink water so that they do not become dehydrated. Be approachable if anyone is unsure of anything.

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