



TEACHING & LEARNING POLICY

Aims:

To ensure that the quality of teaching and learning at Family Futures Community School is consistent and rigorous, celebrates success, questions underachievement, ensures challenge and raises learner performance by allowing all individuals to fulfil their potential.

Strategies:-

Planning & Preparation

The School will provide a broad, balanced and relevant curriculum that meets all statutory requirements of the Zambian NC. It will be supported by enrichment activities outside of lessons.

The curriculum will be supported by schemes of work that are flexible and identify routes for progression, communicate these to learners and develop learning resources to facilitate this progress. To help achieve this all lesson plans will be scrutinised by SLT member responsible for the section at least 1 day before the lesson is taught.

Teaching & Learning

Teaching and learning will ensure good progress for all learners.

Learners will be made aware of all learning objectives and the criteria for success.

Lessons will be varied, stimulating and designed to support learners of all abilities and competencies.

Teachers will use exemplar materials and demonstrations so that the learners understand what is required to achieve particular levels/grades.

Teaching and learning will be underpinned by the development of literacy and numeracy skills.

Teaching and learning styles will develop talents and intelligence through a range of activities, including visual, auditory and kinaesthetic.

ICT will be used appropriately to enhance the variety of learners' learning experiences.

Resources and classroom management will be used to maximise mixed gender learning.

Homework, supported self-study, extension work and learner 'self evaluation and target setting' will be used to develop the children as independent learners.

To help achieve this, all teachers are expected to be punctual to lessons and stay in the classroom for the whole lesson. The use of mobile phones by teachers during lessons is strictly forbidden.

The Learning Environment

Samples of marked childrens' work from a range of abilities will be displayed in the classrooms.

Subject specific key words and learner friendly level/grade descriptors will be displayed in each classroom and referred to so that learners understand them.

Cross-curricular learning initiatives will be displayed in all classrooms to ensure consistency of practice.

A clean and vibrant environment will be provided to encourage learning.

The classroom environment will allow teachers to facilitate independent and collaborative learning.

Marking & Assessment (also see policy on Assessment)

A variety of assessment methods will be used to enable learners to demonstrate their knowledge, understanding, skills values and attitudes.

Learners will be given instant feedback in lessons through targeted questioning and discussion. Marking/assessment every taught lessons will provide learners with constructive feedback and targets for progression.

Learners will be an integral part of the assessment process, taking ownership of their target setting and working alongside teachers to develop strategies for achievement.

Monitoring & Promoting Progress

Baseline assessment data will be provided at the beginning of each National Curriculum Stage to identify each child's potential for that NC Stage.

Tracking of each child's performance will be used throughout each NC Stage to monitor progress so that appropriate support, strategies and targets can be provided to enhance their performance.

Learners will be reminded of their benchmark grades which will be displayed prominently in their exercise books and folders.

Tutors, learners and parents will work in partnership to identify strategies for progression.

Exam Preparation

Learners will be made aware of the criteria for success in examinations. They will be given opportunities to identify strengths and weaknesses in practice examination performance.

Learners will be provided with a coursework programme that avoids periods of congestion.

Learners will be provided with revision programmes and exam practice/techniques.

Block revision programmes will be high quality and planned to learners' needs.

Policy Monitoring & Evaluation

This policy will be monitored and evaluated by the Headteacher through lesson observations, staff performance management reviews, Team Department Reviews and examination performance analysis.

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