

LEARNING AND TEACHING POLICY GUIDELINES

Aim and Principles

Milford Haven School aims to develop the full potential of its pupils, students and staff by its commitment to ensuring stimulating and challenging learning within a safe environment by:-

- responding to and catering for different learning styles
- endeavouring to inspire a love of learning
- creating an environment which will inspire learning
- managing the learning environment so that the best possible learning can take place for all pupils
- facilitating the improvement and progress of all pupils
- making sure that all pupils are competent in the Basic Skills
- building self-esteem and respect for one another
- encouraging responsibility within the community
- preparing pupils for the future in terms of careers and lifelong learning
- enhancing learning with ICT
- maximising attendance
- providing pastoral support to enable learning to take place
- challenging pupils to extend their learning opportunities

Learning Styles

Pupils and teachers will be given an opportunity to discover their preferred learning styles.

Teachers will endeavour to cater for a range of learning styles by using a wide variety of teaching strategies. Pupils and students will be encouraged to make the best of their learning opportunities by exploiting their preferred learning style e.g. in their choice of options, methods of presenting work, revision techniques etc.

Inspiring Learning

Teachers will endeavour to inspire a love of learning by:-

Demonstrating their own love of their subject

Sharing enthusiasm for what they are teaching

Making pupils aware of the relevance of their subject to everyday life

Displaying a high level of personal subject knowledge

Setting high standards and engendering high expectations

Setting tasks which enthuse their pupils

Facilitating extra-curricular activities to enhance and supplement learning

Providing a wide variety of teaching strategies to appeal to all learning styles

Allowing for whole class, collaborative and individual work at levels appropriate to the individuals in the group.

Creating a Learning Environment

Classrooms and corridors will be kept in a good state of repair, with clean, modern furniture, clean walls, carpeted (where appropriate) floors, and display boards.

The best possible use will be made of display to enhance learning through the use of colourful pictures and diagrams, keywords, key rules, and subject – essential information.

Pupils' work will be displayed both as a reward and an incentive to others. Furniture will be arranged in such a way as to encourage learning both in groups and whole class interaction with the teacher.

Rooms will be properly equipped with whiteboards, networked PCs, and OHPs. TV/Videos, cassette players will be available where appropriate.

There will be at least an interactive whiteboard per subject area, with a commitment to increase the number year on year in all or almost all class rooms.

The school library will be properly funded to provide up-to-date reading and learning materials, by way of books, internet access, encyclopaedias, CD Roms etc.

Easy access to computers will be available to all pupils.

Managing the Learning Environment

Teachers and pupils will work together to create an environment conducive to learning.

Seating Plans will ensure that boys and girls work together and learn from each other, learning from each other's strengths and supporting each other's weaknesses.

Seating arrangements will be flexible to enable pair work, group work and change of working partner on a regular basis.

Pupils will show respect for each other's opinions by listening to each other, raising their hand when they wish to speak and waiting their turn.

Pupils will keep diaries open on their desks to enable teachers and LSAs to reward and record learning and behaviour.

There will be no eating or drinking in class without the permission of the teacher.

Any playing of background music will be limited to older pupils working on long term projects which do not require teacher input. Music must be kept at very low volume and not disturb other classes. The choice of music is for the teacher to make.

A good start to all lessons will be guaranteed by orderly entry to the classroom, pupils waiting to be greeted and asked to sit by the teacher.

After allowing reasonable settling in time, teachers will encourage good behaviour through the operation of the positive behaviour system.

Lessons will be well planned to include a variety of teaching strategies to encourage concentration.

Instructions and explanations will be stated clearly and repeated at least once.

Pupils not co-operating by disrupting the learning of others will be placed at the back of another teacher's class by arrangement.

In the case of severe disruption the senior teacher 'On Call' will be sent for – difficult pupils can continue their learning in Remove.

The School employs a Behaviour Support Teacher to work with individuals and advise on managing their behaviour.

Facilitating Progress

Teachers will make themselves aware of each pupil's prior attainment levels and learning potential through constant reference to Global Grade and Key Stage, Fischer, Midyis, Alis and Yellis scores in their mark books and on the School Assessment Database.

Teachers will be aware of individual learning styles and plan lessons accordingly.

Pupils who work hard will be rewarded through Goods in diaries, Merits, Merit Certificates, Year Group Trips etc.

Two pieces of work will be assessed in depth each term. Pupils will receive feedback by way of marks (levels, grades), comments and suggestions for improvement. Six assessments per year will be entered on the School Assessment system in the form of levels or grades which are understood by everybody.

The names of pupils whose rate of progress is causing concern, will be recorded on the School Assessment System and action will be taken.

Two reports per year will be sent home to parents – an Interim Report containing grades for achievement, effort, conduct and presentation, and a Form Tutor's comment, and an Annual Report indicating the level or grade currently being achieved in comparison with others in the class, and including a comment by the teacher together with targets for improvement.

Assistant Heads of Year will monitor progress and achievement of individual pupils, liaising with teachers and using information from the School Assessment System. Support programmes will be set up for underachievers and parents kept informed of progress.

Teachers will aim to see the parents of all pupils identified as underachieving on Parents Evenings.

After School Study Support Club provides pupils with opportunities to do their homework with adult support and particularly targets underachievers.

Basic Skills

Every effort will be made to ensure that all pupils are competent in Basic Literacy and Numeracy Skills. A cohort of students with Basic Skills needs will be identified and recording on Sims.

Reading and Numeracy Recovery Programmes will be run for those pupils who need extra help to enable them to fully access the curriculum.

Special Basic Skills classes will be provided for those pupils operating below the level necessary to cope in mainstream classes.

Learning Support Assistants are attached to more than half of KS3 classes to support as many pupils as possible.

Pupils with I.E.Ps indicating that they need support in class are placed in classes where there is a permanent LSA.

Self-Esteem

All pupils will be treated with respect.

Every effort will be made to safeguard self-esteem by teaching in mixed ability classes as far as possible in KS3, and especially in Years 7 and 8.

Where setting occurs it is done as loosely and flexibly as possible to ensure that the majority retain their self-esteem.

In handling difficult situations teachers endeavour to protect children from humiliation, loss of face and loss of dignity.

Lifelong Learning, Citizenship, Community Awareness, Key Skills, Careers.

PD lessons focus on valuing the individual, mutual respect and consideration for each other.

Opportunities are provided for pupils to support their community, local and worldwide charities through fund-raising, entertaining and helping others.

Pupils are taught to develop the wider key skills of problem-solving, team building and decision making through their work, the PD programme and the Welsh Baccalaureate in KS4 and KS5.

Pupils have the opportunity to experience and learn about the democratic processes through standing for election to the School Council.

Pupils have the opportunities through extra-curricular activities to learn skills which will stay with them for the rest of their lives.

Pupils are properly informed and educated about career opportunities.

Enhancing Learning with ICT

All pupils receive Information Technology lessons.

Schemes of Work in all subjects contain units of work requiring pupils to use aspects of ICT.

Every classroom has a networked PC with controlled internet access.

Appropriate equipment is provided in those departments which can make specialist use of ICT eg. Computer Aided Design in Technology and Data-Logging in Science.

The school has a number of fully equipped ICT teaching rooms including interactive whiteboard.

Each of the core subjects has its own ICT teaching room.

Private study facilities are provided for the Sixth form.

The library is equipped with 15 PCs.

Pupils are encouraged to stay on after school to use our ICT facilities.

The school owns 18 Successmaker licences and a wealth of other software to enhance learning.

Attendance

It is recognised that pupils need to be in school in order to learn.

The school employs a range of strategies to maintain high levels of attendance, including electronic registration and the services of a Pupil Support Officer.

Pastoral Support

Children learn best when they are happy and free of worry. Form Tutors, Heads of Year and Assistant Heads of Year support pupils experiencing problems at school or at home. Heads of Year and Key Stage Co-ordinators liaise with parents to smooth over problems so that they do not get in the way of learning.

Pastoral support in this school is about enabling learning to take place.

MAT Students

We believe that every child is gifted or talented in some way and it is our job to help them discover their strengths.

A wide range of extra-curricular activities are provided to enable pupils to practise and develop their strengths.

Challenges are provided by way of local and national competitions to allow pupils to test their strengths to the limits and to develop their potential as far as it will go.