

3a. Teaching and Learning Policy (Whole School including EYFS)

Rationale

At The Lyceum, we recognise that children learn in diverse ways through a variety of experiences. We are committed to developing strategies that allow our pupils to learn in ways that best suit them.

Teaching and Learning is the cornerstone of life at The Lyceum. We understand that the most significant impact on learning comes from inspirational teaching. Our teachers aim to inspire confidence with a passion for, and sound knowledge of, the subject and each pupil's stage of development. They maintain clear, achievable expectations, are enthusiastic, well-organised, and consistent. Teachers plan lessons with appropriate strategies and adaptive teaching, with clear learning objectives shared with and understood by pupils.

We aim to:

- Foster an ethic of excellence that promotes scholarship, craftsmanship, quality, and character throughout our school.
- Support children in their personal beliefs while promoting British Values and celebrating diversity.
- Provide every child with the knowledge and skills they need for a flourishing life and the disposition to help others do the same.
- Ensure that our pupils look back on their time at The Lyceum with positive regard for their experiences and opportunities.

The Headmaster

The Headmaster is responsible for promoting excellent teaching and learning by:

- Leading a strong management team that sets an example.
- Maintaining a clear vision of what constitutes good teaching and learning.
- Being an inspirational figure at the heart of the school ethos.
- Celebrating all achievements and challenging pupils as needed.
- Assisting, supporting, and advising staff on their professional development.
- Providing staff with the necessary resources to perform their duties.
- Ensuring staff receive relevant Continuing Professional Development (CPD) to uphold high standards and expectations.

The Senior Leadership Team

The Senior Leadership Team is responsible for:

- Supporting and advising staff on their professional development.
- Ensuring that planning is appropriate for the age range, allowing for extension and support.
- Conducting learning walks and book reviews.
- Leading CPD meetings to review teaching practices.
- Holding subject leaders accountable to ensure progress within their subject areas across the school through action plan meetings.

Subject Leaders

Our Subject Leaders are responsible for:

- Ensuring schemes of work are followed by staff.
- Creating relevant and stimulating curriculums that pose challenge.
- Ensuring resources are accessible.
- Developing action plans for their subjects and regularly reporting progress in SLT meetings.
- Supporting SLT with book reviews.
- Organising themed weeks to broaden pupils' understanding.
- Arranging external speakers and workshops to enrich pupils' experiences.
- Assisting SLT with learning walks and observations.

Teachers

Teachers are responsible for:

- Creating a pleasant, well-ordered, and stimulating learning environment.
- Planning and delivering programmes of active learning.
- Ensuring that learning objectives and success criteria are displayed and shared with pupils.
- Tailoring delivery to suit all abilities through adaptive teaching
- Helping pupils transition from dependent to independent learners (and even interdependent learners).
- Maintaining high expectations of all learners.
- Helping pupils identify their own successes and next steps, in line with the Marking and Feedback policy.
- Providing differentiated questions.
- Celebrating success.
- Sharing targets and next steps with pupils.
- Using the school's tracking systems to inform other staff and parents.
- Liaising with support staff to ensure they understand lesson objectives and outcomes, and how to scaffold learning to maximise progress.

The Pupil

Our pupils are expected to come to school ready to learn. Successful learners:

- Are punctual and have good attendance.
- Show enthusiasm for learning.
- Behave in ways that allow themselves and others to learn.
- Aim to make their learning purposeful.
- Learn from their mistakes.
- Embrace challenges.
- Demonstrate the ability to work individually or as part of a team, showing respect and tolerance for others.

The Parent

We believe that parents play a fundamental role in helping children learn. We inform parents about what and how their children are learning by:

- Sending reports that explain the effort, progress, and attainment of their child, with clear targets for improvement and development.
- Explaining how parents can support their children with homework.

3a. Teaching and Learning Policy reviewed by FI: September 2024

Reviewed by the Board: June 2023

Next review: August 2025

- Holding parent consultations to review and discuss their child's work and progress.
- Providing information on our school website through Topic Webs.
- Communicating through email and in-person meetings via our open-door policy.

We expect parents to support their children and the school by:

- Ensuring their child has the highest possible attendance record.
- Preparing their child for school with the appropriate equipment, uniform, and PE kit.
- Informing the school of any external matters likely to affect the child's performance or behaviour.
- Promoting a positive attitude towards school and learning.

Special Educational Needs

- Individual Education Plans (IEPs) are used by teachers and assistant teachers to inform lesson planning and delivery.
- 'Dyslexic friendly' strategies are employed.
- Multi-sensory teaching strategies and kinaesthetic techniques are used.
- SEND pupils are supported in all subjects by liaising with the school SENDCo and by using adaptive teaching approaches.
- Success is celebrated to raise self-esteem on both an individual and class basis.

More Able, Gifted and Talented

- Gifted and more able pupils are given opportunities to use higher-order thinking skills through challenging activities.
- Interventions encourage pupils to think independently and develop advanced strategies.
- Pupils are encouraged to join extra-curricular activities to further develop their skills.

Monitoring and Evaluation

The aims and objectives of this policy are evident in the daily workings of the school and will be monitored through:

- Classroom observation, learning walks, and book reviews.
- Progress checks against the School Development Plan.
- External inspections by ISI.
- Pupil tracking (formative and summative)
- Communication with pupils, parents, staff, and School Governors.
- Staff professional reviews in line with the annual appraisal system.