

TEACHING TO FACILITATE LEARNING POLICY

Version 5.0

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Teaching To Facilitate Learning Policy

East Barnet School, Chestnut Grove, East Barnet, EN4 8PU

This policy is written to complement the school's 'Assessment, Recording and Reporting Policy', the 'Procedures for Lesson Observations and Classroom Support', and also the 'Performance Management Policy'.

Statement of Principle

1. This policy assumes that all students are able to learn; therefore it is expected that a teacher's primary role is to facilitate the creation of an optimal learning environment for all students in their care.
2. The quality of learning is determined primarily by the quality of leadership, guidance and support provided by teachers and Learning Assistants. Therefore:
 - a. Selection procedures for the appointment of teachers and Learning Assistants need to be rigorous and strategically planned to ensure that only applicants of the highest quality are appointed.
 - b. Effective monitoring of lessons needs to take place to ensure that all teachers are delivering lessons in line with the school's high expectations.
 - c. All teachers and Learning Assistants will be offered opportunities to improve their capacity to facilitate optimum learning for the students in their care.
 - d. Performance Management should be used in line with the school policy in this area, to ensure that all relevant staff are supported effectively and challenged to reflect on how best to maintain or develop good practice in the learning environment.
3. Assessment for Learning (AfL) strategies will be used in line with the relevant policy in this area to assess and improve learning.
4. All students can be motivated or inspired to want to learn.

Requirements

A. Lesson Planning

Lesson planning must:

1. Have specific learning objectives.
2. Be based around the students and their needs, as well as the subject matter.
3. Take into account the level and range of ability within the class.
4. Take into account the level of prior learning of the individual students within the class.
5. Take into account the preferred learning styles of the students and environment within which the learning is to take place.

B. Lesson Objectives

The lesson objectives must:

1. Capture the direction of learning and take into account the need to build upon or relate to the students' previous experience, knowledge and understanding.
2. Be communicated to the students clearly: so that they can understand the purpose and direction of their learning.
3. Be differentiated: so that all students in the class can access the essential learning; and provide sufficient challenge to the full range of abilities.
4. Relate to specific learning outcomes, which should also be communicated to the students.
5. Be referred to appropriately during the lesson so that students can see how their learning is heading towards the stated objective.
6. Be referred to during feedback, so that students will know if they and the lesson have been successful.

C. Differentiation

Learning activities must be sufficiently differentiated to:

1. Enable all students to have access to the curriculum and essential skills,
2. Provide challenge and stretch to the full range of abilities.
3. Allow for a variety of learning styles to suit the needs of all students.

NB. Differentiation by outcome is not a mode of differentiating learning; it simply allows students to achieve at different levels, but does not provide them with the guidance and support to achieve at their best.

D. Assessment for and of Learning

This is a crucial aspect of effective learning, so please refer to the school's Assessment, Recording and Reporting Policy.

E. Management of the Learning Environment

A suitable learning environment must be created and maintained by the teacher, who is also responsible for using agreed faculty and school strategies to facilitate this.

F. Feedback to the Learner

All teachers must provide feedback to students in line with the school's Assessment, Recording and Reporting Policy. This specifies that students should be made clearly aware of:

1. Their current working/ predicted grade and also of their Target grade or Aspirational Target.
2. What they need to do in order to consolidate an existing level of performance and also to progress to the next grade or level.

Related policies and procedures

1. Assessment, Recording and Reporting Policy.
2. Protocol and Procedure for Lesson Observations: The EBS Learning & Teaching Standard (the 'East Barnet Standard').
3. Performance Management Policy.