



PRUDENTIA EDUCATION LTD
NURTURING | INSPIRING | EDUCATING

Teaching & Learning Policy

At Prudentia, we believe in the concept of lifelong learning. While we are educators, we are also learners and as such should be striving to improve our practice. This means understanding better, the teaching and learning process and being committed to continual professional development.

We believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip our learners with the knowledge, skills and understanding that will enable them to make informed choices about the important things in their lives and to contribute to their community, to society as a whole and the economy.

We believe that with effective and enjoyable teaching and learning experiences we can help our learners lead happy, healthy and rewarding lives.

Rationale

The purpose of this policy is:

To establish a shared understanding of what constitutes quality Learning and Teaching.

To state, clearly, the expectations of Prudentia with regard to Learning and Teaching.

To provide a framework against which we can evidence our own performance as Teachers.

To monitor the effectiveness of Learning and Teaching across Prudentia.

To provide tutors with a framework for determining their own Quality Indicators.

Our Aims for our Learners. These are the values, skills and attributes we wish our learners to have when they leave Prudentia to make their way in the world:

We wish our learners to:

Communicate effectively, talk confidently and listen sympathetically.

Respect themselves and others.

Have a self belief that they have the ability to achieve something in their lives.

Be people who can be trusted to do the right thing.

Have a sense of humour.

Have courage, understanding and wisdom with a sense of justice and fair play.

Be proud of themselves and their achievements.

Be generous, compassionate, kind and caring young persons.

Be lifelong learners.

The Learning Environment

In order that learners achieve as learners to their full potential, their learning must take place in an appropriate environment. Such an environment is characterised by:

A welcoming, vibrant atmosphere, positive relationships between teachers and learners and between learners and learners in relaxed, comfortable surroundings that stimulate and inspire.

Clean, tidy, litter free classrooms and corridors where pupil work is displayed (where possible) and celebrated.

Stimulating resources including ICT to enhance learning.

Characteristics of Effective Teaching

Teaching can be said to be effective when:

There are good, positive working relationships between teachers and learners

Lessons are well planned and prepared

A wide variety of teaching styles and methodologies are employed in a productive learning environment.

Teachers have realistic and challenging expectations of their learners.

Teachers differentiate in terms of student ability, progress and preferred learning styles.

Appropriate resources, including ICT, are used to stimulate and enhance the learning.

Learners are responsive, enthusiastic and motivated and are given opportunities to work individually, in pairs and in groups.

Learners are given opportunities to engage in open ended problem-solving activities.

Learners are encouraged to improve on previous best performance.

The experience is enjoyed by both teacher and student.

Characteristics of Effective Learning

Learning can be said to have been effective when:

The learning intentions have been shared and the success criteria met.

Learners succeed in public exams in line with predictions based on baseline testing.

Learners are able to apply learning to different contexts.

Learners are able to take increasing responsibility for their learning.

Learners complete tasks appropriate to their potential.

Learners display confidence and pride in their work and their achievements.

Learners set and meet or exceed their own learning targets.
Learners demonstrate competence in all of the Key Skills areas.

Learners are equipped to use ICT and emerging technologies to progress their own learning beyond the confines of a classroom in an e-learning world.

Learners acquire knowledge and skills through activities other than classroom teaching.

Assessment for Learning

We understand that Assessment for Learning is a strategy to improve pupil learning and raise achievement. It is a cyclical process to establish where the learner is now, where he needs to go and what he has to do in order to get there. It helps learners know how to improve.

Characteristics of Assessment for Learning:

Sharing the learning intentions.

Establishing and sharing success criteria.

Using effective questioning strategies.

Learners are encouraged to demonstrate their learning in a variety of circumstances.

Using a range of feedback instruments to stimulate and motivate the learner and to affirm what learning has taken place.

It encourages self-assessment and peer assessment.

It has an emotional impact by promoting self-esteem.

A planned plenary at the end of lessons to review the learning intentions and assess levels of understanding.

In Prudentia we achieve our Aims for our Learners as all teachers understand we have a Pastoral role as well as an Academic role to play. We demonstrate this:

By creating an atmosphere based on strong values, mutual respect, openness and trust.

By presenting ourselves as role models for our learners in our values, words and actions.

By being a genuine, dedicated, caring staff who value their learners and are happy to listen, talk to and work with our young people.

By having unconditional positive regard for our learners and by forgiving their misdemeanours and guiding them once again in the right direction.

By empathising, understanding and knowing our learners.

By working hard to help each student reach their full potential.

Through quality leadership and working together as a Staff to achieve shared goals.

By recruiting and retaining high quality, committed, well qualified teachers.

By demonstrating our belief in and commitment to Continuing Professional Development.

By striving to create and maintain good working relationships with parents and guardians, our partners, community and parishes.

By giving of ourselves and our time both in and beyond the classroom and the school day.

By providing support for those learners who need extra help, when they need it.

By demonstrating that we are all still learning and by having a sense of fun.

By regularly celebrating achievement and praising our learners.

Monitoring, Evaluation and Review:

During *weekly meetings*, consider Learning and Teaching Policy and discuss progress. They use agree monitoring strategies with subject leads.

Throughout the year: Tutor self-evaluation, SLT Meetings, Team meetings and Development work, Annual Review and Principal will discuss, determine, monitor and evaluate the extent of implementation of Prudentia Learning and Teaching Policy in terms of the characteristics of a stimulating learning environment and effective teaching and learning. This will be carried out through formal and informal observation and use of other auditing tools and a range of data.

Throughout the year: Teacher self-evaluation, SLT Meetings, Tutor Meetings and Development work, Annual Review, SLT and Principal will discuss, determine, monitor and evaluate the extent of implementation of Prudentia Learning and Teaching Policy in terms of aims for our learners, in relation to our mission statement and vision.

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