



Bangor Grammar School

TEACHING AND LEARNING POLICY

All teaching staff, in partnership with boys and parents, will strive to create the conditions within school where learning can happen most dynamically and effectively and where pupils accept increasing responsibility for their own learning. Teaching and the creation of opportunities for learning will be grounded in the principles and practice outlined below, which are intended to underpin, not constrain, distinctive individual styles of teaching and learning.

Teacher/pupil relations

Relationships between teachers and pupils are sound when:

- they are founded on mutual respect;
- teachers talk positively and encouragingly to, and about, students;
- teachers acknowledge a variety of learning styles – visual, oral, kinaesthetic;
- teachers explain clearly the purpose and relevance of work;
- standards of discipline are strong and consistently maintained.

The learning environment

This is conducive to good teaching and learning when:

- it is non-threatening;
- classrooms look as welcoming as possible, with examples of pupils' work prominently displayed;
- lessons are thoroughly planned, with necessary resources in place.

Teaching strategies

These will be most effective when:

- a variety of approaches is used - for example, teacher exposition, whole class discussion, group work, ICT;
- rigorous questioning, involving closed *and* open questions, is used;
- clear and practical objectives are set at the start of lessons;
- key points are reinforced at the end of lessons;
- pupils are shown how to use a variety of writing forms to consolidate understanding – for example, notes, mind maps, diagrams, essays;
- pupils are challenged at all times to produce their very best;
- pupils are given opportunities to apply their learning.

Homework

Homework is an essential means of consolidating learning and is most effective when:

- it arises naturally out of work done in class, is set at an appropriate time in the lesson and explained clearly;
- it is marked carefully and returned promptly;
- criteria for success in homework and tests are clearly communicated;
- assessment is formative, with outcomes used as the basis for future teaching.