



## Jersey College for Girls

### Learning and Teaching Policy

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**Other than Safeguarding, this is the most important College policy.**

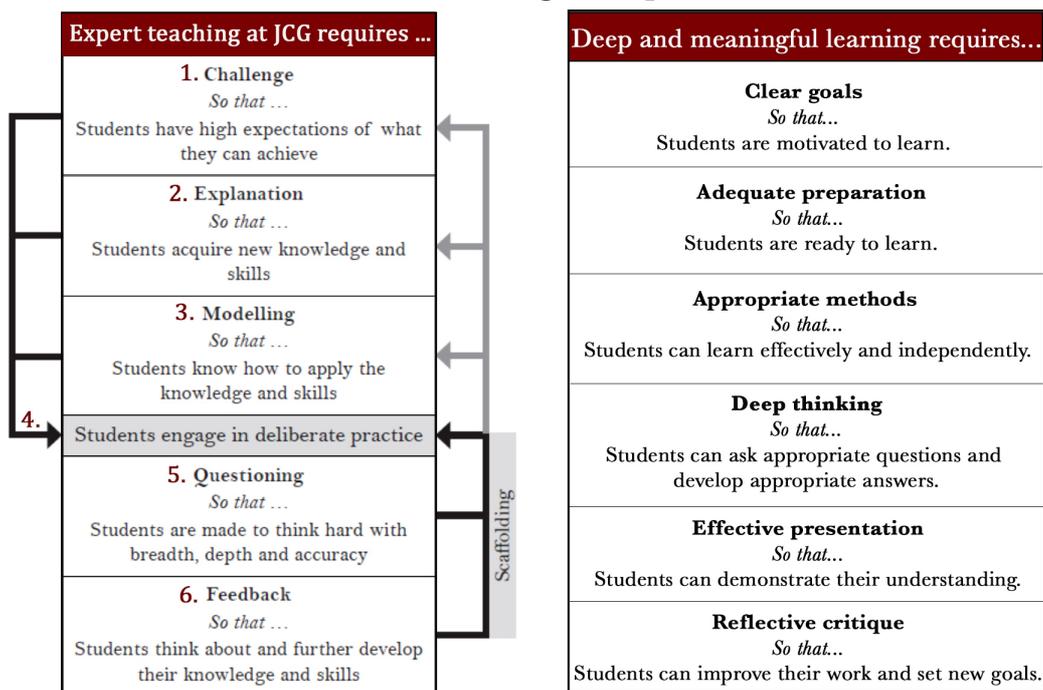
### Our philosophy of Learning

Deep and meaningful learning occurs when students

- have long term retention of knowledge and skills
- can transfer their learning to different contexts-
- are resilient and know what to do when they do not know what to do
- change their view of the world or opinions as a result of new learning

At JCG we believe that expert teaching can be achieved by embedding the Six Teaching Principles and the 'Four R' learning capacities (Resilience, Resourcefulness, Reflectiveness, Reciprocity) while developing a culture of Growth Mindset in students, staff and parents.

### Six Teaching Principles



Embedding these six principles within our teaching provides a framework with a common language for talking about teaching while enabling us the flexibility and freedom to teach in our own style. We recognise that the application of these principles will look different across and within subjects. The six principles do not represent a lesson plan; an individual lesson may focus on just one of the principles.

### Teachers are responsible for:

- Providing students with **challenge** and **support**, so that they are encouraged to **think hard**, and learn how to be **resilient** and **resourceful**.
- **Tethering** new ideas to **prior knowledge** when introducing and **explaining** important new ideas and skills to students. Allowing for the limited capacity of the human **thinking memory** when transforming abstract ideas into **concrete** ones.
- **Modelling** excellence (e.g. examples, non-examples and demonstrations), so that students know how to apply their knowledge and skills and what quality work looks like.
- Giving students time for careful deliberate **practice**, reducing the **scaffolding** as they progress enabling them to work with effort just beyond their **comfort zone**. Providing multiple opportunities to **revisit** learning by **spacing** and **interleaving**.
- Asking carefully crafted **questions** to **check understanding** and leading students from surface knowledge to deeper learning. Assisting students in the transfer of their learning between different contexts, subjects, times and places.
- Providing students with **feedback** they can **act on** to improve. Helping them to become reflective learners - knowing where they are in their learning and know how to move forward, actively responding to feedback to close their 'learning gap' so that they become absorbed in their learning, are noticing links, demonstrating curiosity and thinking creatively.
- Encouraging students to believe in themselves and hence excel in their efforts to produce work reflecting their **personal best**.
- Carefully awarding the learner profile which most accurately reflects the learning dispositions demonstrated by the student.
- Accurately applying the assessment grade descriptors and communicating these to ensure students know where they are in their learning.

### Students should take responsibility for:

- learning for **learning sake**, not only for passing exams
- adopting a **scholarly** approach to all that they do
- knowing their **learner profile** and the **next steps** to take to become better learners
- understanding the importance of learning, making the most of **opportunities** and recognising that learning continues outside of the College
- **effortful** learning, ensuring their work is proof-read and is their **personal best**
- being **resilient**, learning how to take **risks** and strive to overcome setbacks
- being **reflective**, knowing where they are in their learning and know how to move forward, actively responding to **feedback** to close their '**learning gap**'
- being **reciprocal**, working **collaboratively**, learning from and with others
- managing their **distractions**, so that they have a positive **impact** on the learning of others

- being **resourceful**, being prepared for learning (JCG BASICS), **capitalising** on learning opportunities and use learning resources effectively

**Heads of Department and Heads of Faculty are responsible for:**

- taking action to ensure that the learning and teaching policy is fully embedded

**The Principal is responsible for:**

- ensuring that all members of the College take responsibility for implementing the policy.
- that the appropriate support and necessary actions are taken to make it happen.
- that the policy has a positive impact on learning and achievement and the quality of teaching

**Parents/guardians should be encouraged to take responsibility for:**

- supporting and being involved in their child's learning.
- being aware of their child's learning targets and celebrate their achievements.
- being aware that progress in learning is not linear.
- understanding that individuals have differing abilities and supporting their child's needs.
- ensuring students come to College prepared to learn.
- attending parent evenings, showing enthusiasm and participating in constructive discussions with regard to their child's progress.
- reading, understanding and engaging with the learner profile descriptors.
- being aware of their child's next –steps in becoming a better learner.
- supporting their child appropriately with their home learning .

**The Governing Body:**

- holds the College to account to ensure effective teaching and learning to secure high standards of achievement and progress.

**The impact of the policy will be assessed by:**

- formal and informal survey of student attitudes to learning
- JCG BASICS reports, learning walks, book scrutiny and attendance at inquiring minds lectures
- rewards systems, progress measures and examination results

**Acknowledgements**

As a College, learning is our core purpose and our approach to learning is underpinned by our core values: aspire, inquire, excel and belong. In seeking to bring these values to life for all our students, we have been influenced by the text 'Making Every Lesson Count', by S Allison and A Tharby, the work on Growth Mindset by Carol Dweck and the work that Professor Guy Claxton and his colleagues have done in formulating the idea of Building Learning Power (BLP). BLP cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently, and creatively, seeking to cultivate, in students, the 'four Rs' of resilience, resourcefulness, reflectiveness and reciprocity:

Learning is for all and both students and staff are encouraged to reflect on a growth mindset approach to learning and teaching.

The concept of 'growth' applies to the brain as 'effortful learning changes the brain, building new connections and capability' meaning 'our intellectual abilities are not fixed from birth but are, to a considerable degree, ours to shape'. We want to help our students and our staff to grow their brains and to become more intelligent and hence to aspire, inquire, excel and belong, and realise the College vision for themselves.