Teaching and Learning Policy

Adopted at the meeting of governors

Held on 16ᵗʰ may 2017
CHAIR: Mr P Harmer

Vision for Teaching & Learning:

We believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone.

Through our teaching we equip our students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

We aim to put our students at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation.

We recognise the importance of making learning challenging, meaningful and memorable.

We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives.

Purpose of the Policy

The purpose of this policy is to:

Ensure that the students at our school are provided with high quality learning experiences that:-

- Lead to consistently high levels of student achievement.
- Provide challenge and cater for all abilities.
- Guide what students do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.
- Provide a common language and understanding of what makes outstanding teaching within a personalised learning framework.

Personalised learning

as a concept is understood to mean the development of

- Effective teaching and learning
- Assessment for Learning
- Curriculum entitlement and choice for students
- School organisation going beyond the classroom
- Community initiatives.

Teaching & Learning with Students

We believe that students learn best when they:

- are happy
- are interested and motivated
- achieve success and gain approval
- are given tasks which match and extend their ability
- clearly understand the task
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated.

The Learning Experience

This should be organised to ensure that students have the opportunity to:

- work individually, in groups and as a class
- be challenged
- make decisions
- work co-operatively
- solve problems
- be creative

- discuss their ideas
- develop social skills
- develop independence
- use initiative
- receive support
- achieve academically.

Students should be encouraged to develop **organisational skills and independence and develop resilience** through:
- appropriate tasks
- confidence building
- example (modelling)
- co-operation
- provision of suitable opportunities
- responsibilities.

The Learning Environment

Learning takes place in an environment which:
- is challenging and stimulating
- is peaceful and calm
- is happy and caring
- is organised
- is well resourced
- makes learning accessible
- is encouraging and appreciative
- is welcoming
- provides equal opportunities.

Teachers' Learning

All teachers are leaders of learning and demonstrate through their own example that they are lifelong learners. We use this learning to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans.
Professional development is essential for supporting all adults to develop their own learning. Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this.

Subject Leaders

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement
- ensuring curriculum coverage, continuity and progress for all students
- establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement in line with whole school policies
- analysing and interpreting data on students' performance against school expectations and other comparative data setting expectations and targets and implementing actions for the

achievement of individual students and key groups (e.g. Most Able students, gender groups)
- monitoring students' work through work scrutiny: regular sampling of homework, classwork and rigorous quality assurance including keeping an upto date MQTL file
- students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement.
- observing teachers and giving constructive feedback.
- evaluating progress of teaching and learning targets in departmental improvement plans, in line with academy improvement plan.

Classroom Teachers
Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development. We believe in quality first teaching.
This is achieved by:
- planning and delivering high quality challenging and focussed lessons
- self-evaluation of their subject knowledge and understanding of educational initiatives
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management
- monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally
- self-evaluation of their contribution to the school priorities and aspirations of the school.
- Applying interventions as appropriate for students who are not making the expected progress

Pastoral Leaders and Heads of Year

Pastoral Leaders and Heads of Year are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- monitoring the progress and potential of the year group, and using student data to identify and set targets for specific students according to their needs, e.g. underachievement, most able students
- maintaining an overview of the experience of students in their year group by e.g. monitoring the number of detentions, use of isolation, and attendance at extra-curricular activities
- monitoring the work of tutors and quality of tutor time
- monitoring attitudes to learning through student voice e.g. attendance and homework and reporting back to the Senior Leadership Team and to staff as requested.

Personal Tutors
Personal tutors are responsible for contributing to, and monitoring the progression and wellbeing of, individual students in their tutor group and for providing support and advice to those students, both socially and academically.

This is achieved by.
- providing high quality form time activities.
- monitoring academic progress and attitudes of individual students through academic tracking/progress checks.

- encouraging and developing the ability of students to evaluate and take responsibility for their own learning
- monitoring of behaviour, uniform and attendance.

Senior Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole academy level based on evidence gained from monitoring procedures. They track progress made on the Academy improvement plan. Monitoring and evaluation principally takes place through Academy Review weeks, SLT Walkabout and Performance Excellence Reviews and classroom observations of teaching and learning.

Responsibilities

The Headteacher is responsible for monitoring the performance of members of the Senior Leadership Team.

Teaching and Learning: Procedures and Processes

Teaching Planning and Preparation

Teachers should plan lessons:
- which allow students to progress in their learning
- where reflection time is built into the lessons if appropriate for students to respond to teachers marking
- where the learning that is required to take place in each part of the lesson is clear and able to be assessed
- set tasks and challenges which summarise learning, and help students to understand how to improve
- which allow students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application
- which are differentiated for varying needs by task, resources, outcomes and/or method
- which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the students
- which provide pace and challenge for all students
- which use effective questioning and AFL techniques to direct and challenge students
- which are informed, by prior learning and which are enjoyable and interesting.

Teachers must ensure they plan their lessons, they must provide the observer with a class profile printed from SIMS, a seating plan and a context box of learning for any formal lesson observation

Newly qualified teachers have the option of using a planner and planning every lesson. Any observed lesson must make use of the Lesson Planning template provided.

Teaching styles

We do not have a prescribed, preferred teaching style.
Teachers should use teaching strategies which:
- Allow students to learn in different styles i.e. visual, auditory or kinaesthetic

- Allow students to work both independently and collaboratively, and which contribute to one another's learning
- Use positive behaviour management and encouragement for students to achieve, including praise and rewards according to school policy (e praise)
- use topics which are relevant and within students' experience

Learning Support
Teachers should:
- be aware of the specific learning needs of their students
- consult with SENCO about the needs of individual students when appropriate
- work with Learning Support Assistants and other adults to ensure students are best supported in their learning
- differentiate work for individual students.

Learning
Students should:
- be prepared for lessons with the correct equipment
- complete self study to enhance their learning
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work
- make positive contributions to class discussions
- take responsibility for improving their own learning and ask for help if required.

Continuous Professional Development
Teachers should:
- continuously update their subject knowledge and teaching practice in line with current developments and initiatives
- discuss teaching and learning at departmental meetings in order to share good practice and plan their own CPD programme in conjunction with their Subject leader as part of the Performance Excellence process and School Priorities

Monitoring of Teaching and Learning

The aim is to:
- identify and share good practice
- evaluate the quality of teaching in line with Ofsted criteria and set targets for improvement
- track progress on teaching and learning issues identified in the Academy improvement plan
- identify key aspects of teaching for development by departments and for the whole school
- identify and support weaker teachers and standardise monitoring procedures including lesson observations through joint observations and work scrutiny through the Academy review process

Academy Reviews
Every year members of the Senior Leadership Team hold 3 Academy Reviews a year with the aim of:

- monitoring the effectiveness of leadership and management of Subject leaders within their curriculum area

- analysing performance data and setting targets for improvement
- giving support and arranging training for development
- ensuring quality of standards and verifying judgements of middle leaders and ensuring the quality of teaching and learning.

Questions to ask about your lessons

Planning
What were the learning objectives for the lesson and for (named individual/group)?
How were the learning objectives differentiated to meet the needs of (named individual/group)?
How do the learning objectives for the lesson develop from previous work?
What are the next steps in students' learning in this issue/ area?

Differentiation
What did the high/medium/low ability students achieve in this lesson?
What else might you do to ensure that named individual/group achieves well?
What support was offered to students with SEN/EAL/Most Able?
How did named individual/group access the tasks and content in the lesson?
How does the lesson link to previous learning/the next lesson for named individual/group?
What might you do to ensure that named individual/group needs are met?
What were the objectives for the Learning Support Assistant in this lesson? How did the Learning support assistant/HLTA/other adult support named individual/group needs? Student behaviour/attitude. How did named individual/group apply themselves to the task/learning required?
What was the impact of the behaviour of named individual/group on their own learning/learning of others?
How would you summarise the attitude of named individual/group in the lesson?
What might you do to improve the attitude of/behaviour of named individual/group?
How was the teaching assistant/HLTA used to support work application and behaviour expectations?
How successful was the teaching assistant/HLTA in doing this? What could you do to help him/her become more successful in managing the behaviour of named individual/group?

Learning achievement and progress
What were the learning objectives for the lesson and for (named individual/group)?
Did named individual/group achieve the learning objectives set?
What is the evidence for this?
Was the level of challenge appropriate for named individual/group? What is the evidence you used to reach this judgement?
How much progress did named individual/group make in this lesson? What is the evidence you used to reach this judgement?
How easy/difficult did named individual/group find the objectives of the lesson?
What else could named individual/group have achieved in this lesson? How might you help them achieve this?
What individual needs does named individual/group have that are relevant to this lesson? How were the tasks/lesson content/your expectations adapted for named individual/group needs?
What further provision could be made for named individual/group?
What else could named individual/group have achieved in this lesson? How might you help them achieve this?

Assessment
What opportunities for assessment were built into the lesson?
Are your TTQ up to date and have they been responded to?
What assessment information did you derive from the lesson?
What does the assessment information tell you about the students learning and future needs?
How does the evaluation of the lesson contribute to your overall assessment of the student's achievement?

Resources and the learning environment

How effective were students in accessing the necessary resources and equipment in the lesson?
How might this have been further improved?
What support for the lesson's learning objectives could students gain from the classroom displays and resources?
 What further resources might have extended this support for students?

Student Independence and ownership of learning

What was the balance between teacher directed learning and independent student learning in the lesson?
How effective was this balance in relation to the learning objectives of the lesson?
How might any shift in this balance be achieved?
How much independence did named individual/group take in their learning in the lesson?
How might this be extended?

Assessment, Recording and Reporting (Please see Policy)

Marking Policy (Please see policy)