

## S5 TEACHING AND LEARNING POLICY

**Reviewed by Governors:**

**November 2017**

**Next Review:**

**Autumn 2019**

**Responsible:**

**The Principal**

### 1. AIMS

The Teaching and Learning Policy focuses on the academy's main aim:

All teachers have a responsibility to plan and deliver lessons where teaching and learning is of the highest quality, with effective pace & challenge in all lessons and where the learning needs of all students/children are met.

*To develop in our students the knowledge, skills and understanding needed for life-long learning.*

#### 1.1 Introduction

- This policy aims to reflect our school's motto of 'Proud to belong' and its intention to offer the highest quality of teaching and learning, which will equip students for life. This policy is also set out in line with the expectations placed on all teachers in the National Teachers' Standards.
- Progress is actively planned for and reviewed in every lesson. Effective AFL strategies should be considered when planning lessons
- Learning activities are planned to meet the specific needs of individuals and groups of students (including SEND, Pupil premium and the more able) as identified by assessment and other data.
- Teachers intervene or reshape learning as soon as the need arises.
- Students receive feedback, as outlined in the Marking and Assessment policy and individual departmental policies

#### 1.2 Monitoring procedures

- The quality of learning and teaching across the academy is monitored by all members of the SLT, post holders and other staff via the LQA programme which include a formal lesson observation, walk through observations, book looks, and data analysis
- Subject Leaders are expected to monitor standards within their own subject area and teaching and learning forms an important part of the department improvement plan process, Professional Review process and CPD development programme.
- Staff are expected to be reflective and match their professional development choices and appraisal to the key principles of this policy, individual needs and the Academy Improvement Plan.

### 1.3 Roles and Responsibilities:

#### Governors:

- To ensure the effective and rigorous implementation and monitoring of the policy.

#### Senior Leadership Team:

- To provide appropriate support, training and resources for subject areas and individual staff;
- To monitor and evaluate the delivery and impact of the policy;
- To modify and update the policy in the light of ongoing developments and the changing needs of the academy and its priorities.
- Subject Leaders:
  - To be responsible for the co-ordination of long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of the policy;
  - To monitor and evaluate consistent delivery of the policy at subject level;
  - To provide appropriate support to team members by providing training materials or advice and guidance.
- Support staff to take risks in new teaching methods.

#### Teaching staff:

- To ensure that their own teaching meets the National Teachers Standards
- To implement this policy by planning and delivering high quality learning experiences
- To have a growth mind set, be willing to take risks.
- Actively seek to reflect on their practice
- Work collaboratively with colleagues to share best practice and improve teaching.

#### All staff:

- To be aware of the principles of the policy and how they can contribute to it.
- #### Students/children:
- To work positively within lessons to enable staff to implement the policy effectively;
  - To engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as homework
  - The purpose of teaching is to promote learning and to raise standards of achievement. Teaching includes the whole range of activities that a teacher employs to promote learning and progress. This includes:
    - Use of expert subject knowledge and general knowledge of current affairs
    - Planning of individual lessons and series of lessons to ensure all learners are challenged
    - Having consistently high expectations of all students/children
    - Effective use of differentiation to ensure that the needs of all learners are met so that they make good progress relative to their starting points
    - Setting challenging and purposeful homework
    - Marking, feedback (oral and written) in line with departmental policies
    - Establishing a positive climate for learning in lessons to encourage interest and engagement
    - Ensuring high standards of Behaviour for Learning;
    - Providing intervention when underachievement is evident.

#### **1.4 Continuing Professional Development (CPD):**

- Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. The Academy CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity.

#### **1.5 Embedding Pace & Challenge:**

- Setting high expectations for all students/children in your class.
- Planning for differentiated lesson outcomes.
- Planning for the most and least able; Top – down approach
- Planning for and using a variety of forms of differentiation in your teaching.
- Planning for higher order dialogue; extending, explaining vocabulary varying the questioning and thinking.
- Depth; for example extension through complexity.
- Breadth; for example, enrichment through a broader range of tasks and resources
- Promoting independence in thinking and learning as well as providing opportunities to self regulate learning.
- Using accelerated or an appropriate pace of learning.
- Overall confidence in planning and delivering lessons with pace & challenge embedded.

#### **1.6 The academy aims to provide a learning environment:**

- with high expectations of all learners and that seeks to maximise their achievement;
- that encourages every individual to develop a sense of how to learn and gain greater independence as a learner;
- with lessons that stimulate, challenge and reward, and that are accessible and enjoyable.

#### **1.7 The policy aims to:**

- establish an agreed range of practice in respect of learning and teaching;
- ensure a high quality of learning experience is offered to students;
- raise standards of attainment across the academy.

The guidelines do not seek to cover all aspects of our approach to learning and teaching, but set out common standards and practice.

## **2. LESSONS**

### **2.1 The following are the agreed minimum standards for an effective lesson.**

Teachers should:

- ensure lessons are effective and engaging;
- start lessons promptly and take a register;
- insist on clear procedures on entering, seating and getting equipment;
- have shared clear lesson objectives, with a clear statement of what will be achieved by the end of the lesson and how this will be done;
- demonstrate a good knowledge of their subject – challenge and inspire learning;

- provide pace, pitch and progression throughout well planned and resourced lessons;
- give frequent praise and regular feedback to students, through marking and discussion of work;
- provide opportunity for students to develop literacy, numeracy and ICT skills;
- have an awareness of students' individual learning needs and use prior attainment data to inform planning;
- make effective use of teaching assistants and other support;
- set homework in the lessons which is planned, relevant, clear and demanding;
- model good behaviour and standards;
- use a range of assessment methods to monitor and improve learning.

### **3. LEARNING ENVIRONMENT**

#### **3.1 Teachers should aim to create a bright and friendly working environment that is conducive to learning by:**

- having equipment prepared before commencement of lessons;
- displaying students' work and involving students in learning activities wherever possible;
- providing a well organised classroom, e.g. desk layout, cupboards and resources;
- ensuring equipment is clean and in full working order prior to start of lessons.

### **4. LEARNING NEEDS**

#### **4.1 Special Educational Needs and Differentiation**

Some students are identified as needing additional support to help with specific learning needs. These students may be supported in the learning support department or in lessons by a Teaching Assistant. Planning lessons should take into account differentiation for all learners in the group. In planning lessons, staff should:

- select teaching resources to match the ability of students;
- ensure the pace of learning enables students to achieve appropriate targets;
- plan for contribution by learning support staff.

#### **4.2 High Starters**

- All class registers highlight the students who come into each class with a high starting point based on attainment in the previous key stage. Teachers should be aware of these students' needs in planning challenging lesson content.

### **5. SCHEMES OF WORK AND LESSON PLANNING**

- Schemes of Work should give an overview of a course and sufficient detail to allow individual lessons to be successfully planned. In addition, guidance on assessment, resources and timescale should be provided. Schemes of Work should be reviewed and updated on an annual basis, and a copy stored centrally in the academy W drive.

## 6. ASSESSMENT

- Assessment for Learning includes both formative and summative processes and guidance is given in the Assessment, Marking and Reporting policy.

## 7. REWARDS & SANCTIONS

- Teachers should use rewards and sanctions as determined and reviewed in the Student Behaviour Policy (S4).

### REVIEW HISTORY

Version	Date	Changes	Approval
1	June 2015		Access Committee
2	November 2017		GB