

Teaching and Learning Policy

Policy Version Control

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Change Control

Date	Changes made	Agreed by	Authorised for use by	Date of review
October 2016	Updates to lesson structure Updates to processes and routines.			

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1.0 INTRODUCTION

1.0.1 Aims

The aims of the Teaching and Learning Policy are to ensure:

- A consistent approach to good quality learning and teaching in order to ensure there is progress and challenge in every lesson for all students;
- That all staff are involved in providing opportunities for all students to experience an engaging and challenging education in an inspirational and aspirational environment;
- That all staff are aware that the overall aim is for excellence in teaching and learning and that this equates to outstanding learning and teaching across the academy.

1.0.2 Objectives

- To identify consistent expectations in relation to lesson delivery and lesson planning structure;
- To provide guidance for staff in ensuring pace and challenge are apparent in all lessons and in ensuring that learning is differentiated for the varied educational needs and learning styles of students;
- To identify a whole academy framework for monitoring and evaluating the quality of learning and teaching within individual subjects and across the academy as a whole;
- To provide guidance in providing an excellent and engaging learning environment;
- To provide guidance in relation to behaviour management within the classroom;
- To identify support and training opportunities available in relation to whole school and individual development of teaching and learning expertise.

1.0.3 Priorities

- Ensure the best quality of teaching in order to ensure that all students learn and progress at a rapid pace;
- Ensure teachers plan learning activities which are pitched to ensure students' progress and learning is maximised, including the most able;
- Ensure teachers establish challenge, engagement and aspiration in their lessons.
- Ensure teachers incorporate questioning and differentiation in all lessons;
- Ensure that teachers are equipped to use Assessment for Learning strategies to support students' learning and progress;
- Rigorous and accurate use of data and assessment to ensure:
 - Lessons are planned and accurately pitched to challenge all students;
 - Students are identified for classroom based intervention and support;
 - Reports on progress and achievement are accurate and informative;
 - Progress can be tracked accurately to ensure that all staff and students aspire to good progress.
- Students are aware of their targets and how to make progress.

1.1 MONITORING AND REVIEW

1.1.1 Monitoring and Evaluation of the Quality of Learning and Teaching

The quality of learning and teaching will be monitored through a whole academy approach using a range of developing strategies.

The cycle will include:

- Principal's reviews;
- Lesson observations;
- Learning walks;
- Work scrutiny;
- Student progress data tracking;
- Student voice;
- Sponsor reviews;
- Middle Leadership meetings
- Line Management Meetings (Department and 1:1 with line managers)

1.1.2 Support Programme will include:

- Coaching;
- Extended feedback with developmental points and action points;
- Access to personalised CPD;
- Academy CPD based on identified priorities;
- Peer observations;
- External support including school visits.

1.1.3 Links with other Policies

- Behaviour Policy;
- Home Learning Policy;
- Marking and Feedback Policy;
- Additional Needs Policy;
- Ensure SMSC and British Values are promoted in lessons.

2.0 LESSON CONTENT AND STRUCTURE

It is essential that all lessons are planned with the progress of students in mind, and are pitched at a level where both support and challenge are evidence in the classroom. Therefore, our expectations of all staff are completing the following:

Setting a Learning Climate

1. All lessons start with a meet and greet in silence outside the door.
2. Students enter the room in silence where there is a starter/ engage activity on the board/ desk waiting for them to undertake in silence.
3. Students will be handed their books/ folders and dates and titles will be put in and underlined.

Sharing the Learning

4. Learning Intentions use the sentence stem on the whiteboard ' Today I am learning to' and then an appropriate higher level word is chosen from the packet of words in all classrooms, and the teacher completes the rest. These are up on the whiteboard at the beginning of the lesson.
5. Also, recorded on the whiteboard is SMSC, with clear guidance how it will be met in the lesson.

Planning for Learning

6. Planning states what will be done for groups of students i.e. HATS, SEN, PP with specific information for that lesson.
7. At least one strategy from the AfL handbook will be used in each lesson to assess student progress.

8. Learning is undertaken in phases, with each phase clearly with Teacher Input, Student Input and a Review activity before the next phase of learning begins.
9. All lessons end with a review of the learning intention.

Sharing best Practice

10. All lesson plans are discussed at the Learning Triads every morning at 8:15. These have been put together to share the best practice from across departments.

3.0 CREATING A LEARNING ENVIRONMENT

A classroom should look like a classroom. It should be an exciting and motivating learning environment where students' work and achievements are valued.

- Students learn best where the classroom environment is conducive to learning;
- Teachers must ensure that the Learning Intention and Success Criteria are shared with students and referred to during and before the end of the lesson;
- Teachers must ensure that they plan their lesson using the 5 Minute Lesson Plan and Seating Plan and that plans are available for learning walks and any visitors to the academy.
- Teachers have a responsibility to keep classrooms tidy and ready for classes.

This includes:

- Checking desks for graffiti;
- Ensuring litter/paper is picked up at end of lesson;
- Computers are working and if not it is reported;
- Chairs are placed under tables or, at the end of the day, on desks;
- Equipment is put away;
- Any damage to equipment or furniture is reported to heads of department. Where necessary the behaviour policy is followed to address any student involvement in such damage.
- The layout of the room should be appropriate for the planned learning activity;
- Seating plans should be used to support the strategic placement of students;
- Displays in the room should support the creation of a learning environment. They should emphasise 'excellence as standard' and should support students' learning providing:
 - Modelling and guidance of excellent presentation of student work;
 - Support on literacy;
 - Support on numeracy;
 - Support on assessment;
 - Recognising students' achievements;
 - Displays linked to what the students are learning which can be referred to as a teaching aid.
- High expectations for students in the classroom should be established in the way students present themselves in the classroom by:
 - The way they sit at desks and move around the room;
 - The equipment being appropriate to lesson;
 - The correct uniform being worn.

3.1 Expectations of Exercise Books and Students' Work

The role and purpose of exercise books and students' work is:

- To be a central place where subject content is recorded for students to learn from and for assessments;
- To allow the teacher to assess and monitor progress;
- To ensure the student has clear direction for how to improve their work.

The expectation of how work will be set out is agreed by each subject area and displayed in classrooms.

Typically this includes:

- Ensuring that dates and titles are recorded and underlined and that students use blue or black ink for writing, pencil for drawing diagrams and ruler for straight lines;
- Work in books should demonstrate that there has been challenging work set with high quality outcomes;
- Marking stickers in books that provide meaningful feedback for students which they respond to;
- Where folders are used work should be clearly organised (e.g. by topic, chronologically);
- All worksheets used should be secured into exercise books in the appropriate place.

3.2 Behaviour for Learning

Behaviour management within the classroom is the responsibility of the teacher. They will be supported by support staff if present.

Behaviour for learning is:

- Positive – the teacher has high expectations that behaviour will reflect a positive attitude to learning and the teacher models a positive attitude to teaching;
- Centred on creating and maintaining effective relationships between students, and student and teacher;
- Values and rewards behaviour which enhances students' learning and places sanctions on behaviour that distracts a student from learning and disrupts the learning of others. (Refer to the [Behaviour Policy](#) for more precise information on issuing and escalation of sanctions).

3.3 Rewards

The use of academy rewards (Vivos) allows positive learning behaviour to be celebrated. Teachers should be cautious, however, of rewarding *expected* behaviours. It is important that rewards are fairly distributed to celebrate the learning of all students.

3.4 Climate for Learning

Teachers are responsible for setting an appropriate climate for learning within their classrooms. Posters are one display in all learning areas which re-enforce the expectations we have of all students. Teachers are expected to refer to the appropriate climate when setting a task so that students understand the expectation of the learning they are about to undertake.

The four command phrases are:

- Independent Learning
- Paired table talk
- Group Learning
- Class Discussion

Students should be able to articulate what this means and how they should be learning during this part of the lesson.

Annex A. Responsibility of the class Teacher

Lesson Planning

Lessons and learning are most effective if the teacher:

- Is on time to lesson
- Meets and greets students at the door with students in silence
- Checks attendance and flags up issues promptly to the Attendance Officer
- Has a seating plan
- Knows students' history and needs (refer to the Confidential Booklet)
- Has a well-planned, challenging lesson which keeps the students engaged and moving forward in their learning
- Begins lessons promptly, briskly and with learning impact
- Ensures students are aware of their targets and progress – students who are disengaged with their learning or who think that the teacher is not interested are more likely to be disruptive
- Expects and reinforces good behaviour
- Allows no 'free time' in lessons – lesson time must be associated with learning
- Has a consistent and fair approach to rewards and sanctions
- Has conversations with students that are focused on learning
- Follows up issues with the student, their tutor and their parents - shows the students that their learning is taken seriously

Dealing with behaviour

When talking with students about poor behaviour the teacher should:

- Remain calm and be the adult in the situation
- Keep a respectful positive tone of voice
- Reinforce that poor behaviour affects the student's learning and the learning of others
- Address students by their name as a personalised approach has more impact
- Avoid 'you' statements as this can be an aggravator, instead use 'I' statements such as 'I am unhappy/ disappointed' etc.
- Give students take up time and directed choices
- Ensure the focus is on the behaviour and not the student
- Ensure that the behaviour policy is followed and that warnings and levels of sanction are applied appropriately. Refer to Behaviour Policy.

Continuing Professional Development

All teachers should be committed to improving and developing their learning and teaching skills.

To achieve this:

- Priorities will be identified in the academy and department School Improvement Plan and Department Improvement Plan.
- One appraisal target will refer specifically to Learning and Teaching linking to academy and department priorities.
- Support and development will be provided through academy wide CPD and, where necessary, personalised training.
- Feedback on lesson observations and, where relevant, learning walks.
- Opportunities for peer observations and personalised coaching.

In addition to the above any member of staff who is identified as Requires Improvement or Inadequate teaching will also be given focused support to support them in delivering better teaching. This support will be more intensive and will require a commitment from the member of staff to improve.

Annex B. Roles and Responsibilities

The Principal is responsible for:

- Monitoring standards across the academy

Assistant Principal for Teaching for Learning is responsible for:

- Working with Heads of Department to support whole academy developments in relation to Learning and Teaching
- Monitoring the overall quality of Learning and Teaching and identifying strengths and areas for development
- Providing relevant information on whole academy Learning and Teaching for the Principal and Governing Body
- Managing any focused observations and training for staff who consistently deliver inadequate or requires improvement learning and teaching

The Senior Leadership Team are responsible in relation to their areas of responsibility for:

- Working with Heads of Department to develop Learning and Teaching
- Providing funding to allow Department areas to have sufficient resources to deliver the curriculum effectively
- Providing training for Middle Leaders to ensure they are equipped to undertake their areas of responsibility

The SENCO is responsible for:

- Providing relevant information for teachers in relation to students on the SEN Register
- Providing resources for SEN students and teachers of SEN students
- Tracking and monitoring the progress of SEN students and working with departments on intervention and the deployment of HLTAs
- To provide specific intervention for SEN students

Curriculum Middle Leaders are responsible for:

- The quality of Learning and Teaching within their Curriculum Areas, including monitoring
- Ensuring that Schemes of Work are developed and have identified learning intentions, outcomes and that assessments are planned to assess students' learning for each unit of work
- Ensuring that lesson plans are completed for lessons in line with academy expectations and that there are clear learning intentions, success criteria and that learning activities are planned to both develop and assess student learning
- Working with other teachers in the department to provide an effective learning environment in relation to the rooms used by staff
- Supporting staff in relation to behaviour management in their lessons (refer to Behaviour Policy)
- Monitoring consistency of how students arrive at and leave lessons
- Working with the department to ensure sufficient resources are available to deliver the curriculum effectively
- Monitoring that homework is set in accordance with the homework policy

Teaching staff are responsible for:

- Devising lesson plans in line with academy policy
- Ensure that progress and challenge are at the heart of all lessons
- Providing stimulating, challenging lessons in line with academy policy
- Working with the Heads of Department to develop their own teaching
- Providing peer support, where required, to support the development of other teachers
- Managing behaviour within their lessons in line with the academy Behaviour Policy
- Providing a differentiated curriculum which allows for the needs of all students