

**TEACHING AND LEARNING POLICY**

**April 2019**

**The purpose of this policy is to:**

* Ensure that the students at our college are provided with consistently high-quality learning experiences that lead to good or better rates of progress in all groups.
* Guide what children do, what teachers do, how time is managed, the organisation of the classroom and what the college 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 constitutes effective and outstanding teaching.

**Principles Guiding this Policy**

**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 college 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 college to do this.

**Teaching and Learning with Children**

We believe that children learn best when they:

* are happy;
* are interested and motivated;
* have rapport;
* feel competent;
* are curious;
* are able to use their imagination;
* see the relevance;
* have choice;
* 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 children have the opportunity to:

* work individually, in groups and as a class;
* make decisions;
* work co-operatively;
* solve problems;
* be creative;
* discuss their ideas;
* develop social skills;
* develop independence;
* use initiative;
* show resilience;
* have and respond to high expectations;
* be reflective on their own progress;
* engage with target setting and assessment;
* receive support;
* achieve academically.

Children should be encouraged to develop **organisational skills and independence** through:

* appropriate tasks;
* inviting interaction;
* making rapid progress;
* confidence building;
* example;
* 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.

**Responsibilities for Teaching and Learning**

**Classroom Teachers**

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development linked to teacher standards.

This is achieved by:

* 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 students’ progress to ensure they achieve well against prior achievement and similar groups nationally;
* self-evaluation of their contribution to the policies and aspirations of the college.

**Personal Development Tutors**

PD Tutors are responsible for contributing to and monitoring the progression and well-being of individual students in their PD group, and for providing support and advice to those students, both socially and academically.

This is achieved by:

* 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, homework, use of planners, rewards and sanctions, uniform and attendance.

**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 college policies;
* interpreting data on students’ performance against college 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, Disadvantaged students, CLA);
* monitoring students’ work through work scrutiny: regular sampling of homework, classwork, 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;
* encouraging observations and feedback to share good practice;
* evaluating progress of teaching and learning targets in departmental development plans, in line with College Improvement Plan and SEF

**House Leaders**

House Leaders are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their Houses.

This is achieved by:

* monitoring the progress and potential of the House, and using student data to identify and set targets for specific students according to their needs, e.g. underachievement, able students;
* maintaining an overview of the experience of students in their house by e.g. monitoring behavioural patterns, inclusions/exclusions, use of Student Support, cross-curricular

activities, competitions, charity fundraising;

* monitoring the work of PD Tutors and quality of tutor time;
* monitoring attitudes to learning through e.g. attendance and homework; and reporting back to the SLT and to staff as requested.

**SLT**

The SLT sets priorities and targets for improvement at whole college level based on evidence gained from monitoring procedures. They track progress made on the College Improvement Plan. Monitoring and evaluation principally takes place through department reviews and classroom observations of teaching and learning.

* The Headteacher is responsible for monitoring the performance of members of the SLT.

**Teaching and Learning: Procedures and Processes**

**Teaching**

**Planning and Preparation**

Teachers should plan lessons:

* for ability range of groups and individuals as identified;
* which allow students to progress in their learning
* where the learning that is required to take place in each part of the lesson is clear and checkable by the sharing of objectives and reference to attainment levels;
* which have a balance of leading teacher/student
* which uses a clear structure;
* that has a ‘through the door’ activity to engages immediately;
* that offers appropriate levels of challenge;
* that facilitates ‘understanding performance’ activities;
* which use plenaries and stock taking to summarise learning, and help students to understand how to improve;
* that includes meta cognition where reflection (thinking time) and self/peer assessment takes place;
* which allows students to develop and practice higher order thinking skills such as creativity, evaluation, analysis, problem solving, decision making and application; (Blooms)
* which are differentiated for varying needs by groupings, content, process, task, resources (Tools and Scaffold), (see Making a Difference);
* which offer choice;
* which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the students;
* which provide pace (student led not teacher pace) and challenge (differentiated tasks) for all students;
* which use effective questioning and AFL techniques to direct and challenge students;
* which incorporate the college’s Literacy, Numeracy and ICT Policies;
* which meet external requirements;
* which are informed, by prior learning;
* which are enjoyable/fun and interesting as curiosity and imagination are prevalent

Teachers are issued with planners and may choose to use more detailed lesson plan templates for good practice. Newly qualified teachers should use detailed templates. Any observed lesson can make use of the Lesson Planning template provided.

**Teaching Styles**

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 college policy;
* use topics which are relevant and within students’ experience;
* use others to deliver the lessons (e.g. other students, TAs, outside agencies, guests, post 16 providers).

**Marking, Assessment, Recording and Reporting (See whole college Policy)**

Teachers should:

* assess students’ work regularly according to the college Feedback and Marking policy;
* use analysis of assessments to inform their teaching and support students’ progress;
* use data to ensure students are working at their full potential and set targets to achieve this;
* inform parents and appropriate staff within college of students’ progress or underachievement.

**Learning Support**

Teachers should:

* be aware of the specific learning needs of their students e.g. literacy, dyslexia, statements, gifted and talented;
* consult with SENCO about the needs of individual students when appropriate;
* work with TAs and other adults to ensure students are best supported in their learning;
* use IEPs/Student Profile information as working documents in their planning to differentiate work for individual students.

**Learning (see Student Policy for Learning, written by students)**

Students should:

* be prepared for lessons with the correct equipment;
* complete ILAs to enhance their learning (Homework Policy);
* 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;
* ask for help if required.

**Subject Impact and Evidence – a Framework for Leadership**

Every half-term the Line Manager from SLT meets with the Subject Leader with the aim of:

* monitoring the effectiveness of leadership and management of 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;
* ensuring the quality of teaching and learning.

**Monitoring of Teaching and Learning through subject reviews**

The aim is to:

* standardise monitoring procedures including lesson observations through paired observations and work scrutiny;
* evaluate the quality of teaching in line with OFSTED criteria and set targets for improvement towards outstanding;
* track progress on teaching and learning issues identified in the College Improvement Plan;
* identify key aspects of teaching for development by departments and for the whole college;
* identify and support weaker teachers, in accordance to Quality of Teaching and Learning Pathways Flowcharts;
* identify and share good practice in accordance to Quality of Teaching and Learning Pathways Flowcharts.