

**Teaching & Learning Policy**

**February 2021**

**Purpose of the Policy**

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 excellent 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.

**Rationale**

It is important that teachers plan and sequence schemes of work and deliver lessons in a way that ensures consistency in the content they deliver across the department, and in the broad pedagogical approaches they apply to their subject. Regular opportunities are provided for students to revisit, and deepen their knowledge, skills and understanding with increasing fluency and independence. It is acknowledged that different teachers have their own preferred styles of teaching, but it is imperative that the agreed criteria are followed to ensure the best outcomes for all students in all lessons. The ultimate aim is to ensure that thorough planning and focused lesson implementation aids students in their quest to make excellent progress over time.

**Teacher Responsibilities**

At Unity College we are committed to planning and delivering quality teaching and learning in order to promote outstanding outcomes and progress for our students. Our practice will be informed by the most recent guidance, advice and pedagogy. Teachers will be expected to adapt their planning and delivery accordingly, ensuring that proven methods such as scaffolding, spaced learning and interleaving are incorporated.

Teachers at Unity College should strive to ensure that their planning allows for the following criteria to be met each lesson:

**1. Set high expectations which inspire, motivate and challenge pupils -** Progress data should be used to set tasks that are matched to students’ prior attainment. Students should be highly challenged and may have a range of starting points as a result.

**2a. Promote good progress and outcomes by pupils WITHIN LESSON -** Lessons should be designed so that students make at least good progress in their learning relative to their ability and starting points and demonstrate full understanding of this.

**2b. Promote good progress and outcomes by pupils OVER TIME -** Evidence should be available to show that progress is sustained over a period of time e.g. pupil voice, student work, data etc.

**3. Demonstrate good subject and curriculum knowledge -** Teachers must draw upon their subject knowledge and keep up to date with curriculum changes and phase expertise so that they can address misunderstandings and maintain students interest shown.

**4a. Plan and teach well- structured lessons -** Planned and structured lessons should lead to optimised pace and depth of learning, thus allowing students to make rapid and sustained progress.

**4b. Use of home learning as part of a well-structured lesson/scheme of work -** Home learning should be an integral part of the lesson that extends the learning.

**5. Adapt teaching to respond to the strengths and needs of all pupils -** Work for individual student should be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils’ work.

**6. Make accurate and productive use of assessment -** Marking should be regular and follow guidance from the T&L protocol so as to provide pupils with very clear guidance on how work can be improved. Students should be engaged in the process.

**7. Manage behaviour effectively to ensure a good and safe learning -** Strategies and tasks should be designed to enthuse students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.

**8. Fulfil Wider Professional Responsibilities (lesson observations focus on communication with and effective use of TAs) -** See teacher standards document for further details.

**Subject Leader Responsibilities**

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, including scaffolding (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;
* implementing regular departmental drop-ins and providing feedback to departments in order to share good practice and to highlight any areas for improvement;
* provide, where necessary, additional support, guidance and monitoring for newly qualified and individual teachers in order to ensure that high standards of Teaching & Learning are achieved and maintained across the department;
* evaluating progress of teaching and learning targets in departmental development plans, in line with College Improvement Plan and SEF.

**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 year 7 planners, rewards and sanctions, uniform and attendance.

**House Leaders**

House Leaders are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their respective year groups and Year 7 students 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 or year group by monitoring behavioural patterns, inclusions, exclusions and use of student support;
* monitoring the work of PD Tutors and quality of tutor time;
* monitoring attitudes to learning through attendance and homework, reporting back to the SLT and staff as requested.

**Senior Leadership Team**

The Senior Leadership Team 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, classroom observations of teaching and learning, SLT drop-ins, feedback from line manager meetings with subject leaders, scrutiny of data and student voice.

* The Headteacher and deputy head teachers are responsible for monitoring the performance of members of the SLT.