



ACADEMY TEACHING AND LEARNING POLICY

Formulation date:	January 2018	Reviewing Committee	Curriculum & Standards
Approved on:	February 2018	Next Review date:	January 2022

Our aim is for all all students to “aim high and achieve more.”

Our policy is based on the following principles:

- Each student has great potential to learn.
- Every student and member of staff is responsible for their own learning.
- Although learning happens all the time, we have a responsibility to organise, shape and progress learning through planning of the learning process
- Learning outside the classroom is an important element of the learning experienced in school.
- Group learning is as important as individual learning.
- Students and staff have individual learning styles that influence their learning potential
- All have a right to work in their preferred style at times and an equal responsibility to work out of their preferred style at other times.
- We have a right to encourage pupils independent learning skills.
- Everything is a learning experience, including mistakes.
- Students can be given individual strategies to overcome barriers to learning.
- Active learning should be encouraged as much as possible.
- Challenging thinking can be good for learning.
- All students and staff should be sensitive to the learning needs of others.
- All staff need to be sensitive to the barriers to student motivation and be able to employ strategies to improve motivation.
- Pupils need to know the level they are working at and what they need to do in order to reach targets
- All staff should give regular constructive feedback, giving students time to reflect and improve learning. (See marking policy)

The purpose of this policy is to:

- Ensure high quality learning experiences for students of all abilities across the curriculum
- Provide a framework for teaching and learning ensuring flexibility and creativity
- Provide coherence of approach and consistency of expectation
- Include the needs of all students
- Raise attainment by increasing motivation, participation, resilience and independence
- Promote the sharing of good practice
- Demonstrate the process of monitoring and evaluation of teaching and learning that takes place
- Inform all stakeholders about the aims and processes of teaching and learning

	<h2 style="text-align: center;">Making learning at Newbridge EPIC</h2>
E	<p>Excitement and Enjoyment</p> <p>Active not passive, fun, purposeful and interesting with an element of competition or choice to engage the learners and make them feel committed to the task.</p>
P	<p>Pace</p> <p>Appropriate for the purpose and individuals. Not too many examples and students trying things for themselves. Clear routines especially at change over times.</p>
I	<p>Involvement, Included and Independence</p> <p>Planning relevant to ability. Using classroom support staff to create smaller groups if appropriate. Opportunities for individual/paired/group work (independently of the teacher) Opportunities for thinking, problem solving and decision making. Students leading the learning . Students connecting the learning to the world around them. This should lead to excellent progress.</p>

C	<p>Challenge</p> <p>High expectations.</p> <p>Students working independently to make progress in their learning knowing what success looks like and the next steps to take.</p> <p>Ensuring students make progress in their learning for the whole lesson and produce good quality work</p>
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Expectations for high standards of teaching and learning

All lessons should be well planned. Individual lesson plans should be related to the departmental scheme of work which plans progression across the key stage. (Please note that there is no preferred style of teaching. Teachers should consider the topic and their students and decide upon the most appropriate method of teaching to ensure progress and success.)

1. Creating the right learning environment

(Teacher present and in control from the start)

- Positive relationships between staff and students
- Students enter a room, get equipment ready, stand behind chairs and wait for teacher to tell them to sit down
- Students should expect to start work straight away .

2. An engaging starter, linked to the lesson, if appropriate (See appendix)

3. Setting objectives or learning outcomes

- Set high expectations ensuring specific groups of students know how to make progress and what success looks like
- Ensure students know that they are expected to achieve.
- Ensure students understand the importance of their learning .
- Ensure objectives connect students with their world/the real world.
- Show that achieving the objectives is part of a learning journey towards a greater goal but that mistakes are part of learning and life.

4. Engaging students in the learning (inspire them to believe that learning is a journey and they all have capacity to succeed and make progress during this lesson)

- Engage students with the planned task ahead and how it is relevant to their learning and success in your subject
- Be enthusiastic about the subject and the learning.
- Ensure students with particular needs are catered for and have differentiated tasks/resources/strategies/scaffolding to ensure that all groups of students know how to make progress and do so.
- Teachers know their students and their individual capabilities, prior learning/understanding and plan effectively to build on it.

5. The Main Activity/activities

- Passion for the subject.

- Good subject knowledge.
- Good communication that enthuses the pupils.
- Active learning.
- Collaborative learning including group challenges.
- Independent learning
- Challenging activities.
- Choice of approaches.
- Effective, differentiated questioning.
- Visual aids.
- Practical activities.
- Differentiated success criteria for different ability groups, linked to pathways
- Competition.
- Praise and reward.

6. Ensuring two way feedback

- Ensure students understand that learning is a journey.
- Students need to check their learning processes and progress
 - What have you learnt?
 - How have you learnt it?
 - How far have you travelled towards the learning outcome?
- Regular checkpoints are needed in the lesson that become part of the assessment for learning process.
- The teacher must know how different groups of students have performed and what their next steps should be. They need to know too.
- Use effective questioning to gauge student understanding and reshape explanations and tasks where needed.
- Ensure all students understand in detail how to improve their work and are consistently supported to do so.
- Students use success criteria related to pathways in self-motivated way to progress their own learning.
- Students work to re-draft, improve and amend and act on constructive feedback
- High quality self-assessment and peer assessment give learners the ability to discuss and develop their own progress.

7. Providing a final plenary/review

- Memorable.
- Sums up the learning outcomes.
- Helps students to develop the language to talk about their progress.
(For ideas see Teaching and Learning Toolkit)

Some ideas for really making it work:

- Build rapport.
- Use the school's behaviour policy and procedures which is praise based assertive discipline supported by the reward system.
- Be consistent.

Monitoring and evaluation of the policy

The policy will be updated and reviewed during the academic year 2020 / 21 or sooner if a response is required due to legal/government changes.

The policy will be revised as required to raise standards and in response to feedback in consultation with classroom staff before that time.

Roles and responsibilities

	Roles and responsibilities re: Teaching and Learning	Role in M&E of T&L
Governors and Trustees	<p>Monitor the implementation of the policy Allocate resources effectively.</p> <p>Ensure the school buildings and premises are best used to support successful learning.</p> <p>Ensure health and safety standards. Ensure that staff development and performance management policies promote good quality teaching and learning.</p> <p>Ensure the school is meeting students' needs.</p> <p>Ensure that schools within Apollo Partnership Trust are able to share and develop best practice in teaching and learning.</p>	<p>To monitor & evaluate the effectiveness of the policy through the school's self-evaluation system including dept. SEFs, school visits, school data, meeting middle leaders and the Headteachers' report to governors.</p> <p>In every C&S meeting governors receive data on quality of T&L</p>
Senior Leadership team	<p>Identify strategic areas for development linked to standards of teaching and learning.</p> <p>Provide appropriate support, training and resources for departments and individuals.</p> <p>Monitor and evaluate the delivery and impact of the Policy</p> <p>Modify and update the policy in light of national initiatives and the changing needs of the school.</p>	<p>Monitor regularly through lesson obs., learning walks, scrutiny of results/participation data, department reviews, work sampling, monthly line management meetings, student / staff voice, development planning and its' evaluation, SLT meetings using the M&E timeline</p>

<p>Middle Leaders</p>	<p>Be accountable for the long, medium and short term planning of learning reflecting the aims and objectives of this Policy.</p> <p>Ensure that curriculum progression across the key stage is built into schemes of work.</p> <p>M&E the quality and effectiveness of T&L and the consistent delivery of the policy at team level.</p> <p>Provide clarity and guidance re: department policy re: expectations, planning, marking, assessment, tracking, tackling underachievement homework and other procedures for consistency in the department.</p> <p>Provide appropriate support to team members through training materials and coaching.</p> <p>Ensure the department works collaboratively to further the aims of the Policy.</p> <p>Actively promote and further the aims of the Policy.</p> <p>Share best practice in the department/whole school.</p>	<p>Monitor through the subject leader M&E cycle and line management meetings including scrutiny of results and effectiveness of actions taken including the development plan.</p> <p>To monitor the quality of T&L keeping line manager informed.</p>
<p>UPS holders/ Expert Teachers</p>	<p>Teach consistently Good and Outstanding lessons.</p> <p>Coach and mentor other staff improving T&L/outcomes.</p> <p>Model T&L strategies and contribute to DTDs/CPD for staff leading to improved outcomes</p>	<p>Demonstrate effectiveness of coaching/training sessions and modelling on whole school T&L standards</p>

<p>All staff</p>	<p>To implement this policy by ensuring a consistent delivery of high quality learning. To provide the highest quality teaching and learning for Newbridge students (ref. teacher standards).</p> <p>To be responsible for planning sequences of lessons in conjunction with department teams (see appendix).</p> <p>To reflect on areas for development and engage positively in feedback and appropriate CPD.</p> <p>Communicate with parents. (Ref: Assessment & Communication and CPD policies)</p> <p>Work with the Pastoral dept. and SENDCo (including in the role of tutor) to ensure best possible learning.</p> <p>To reflect on each lesson in the knowledge of how much each student has learnt and progressed to further improve future lessons.</p> <p>Be aware of students' special and personalised needs and track their progress against SSPs.</p> <p>Set targets for individuals and help them action plan</p>	<p>Provide accurate progress, attainment and attitude data to students, parents, teachers, department and whole school to promote progress and enable M&E and continuous improvement.</p> <p>Report on any training needs quickly.</p> <p>Self-assess annually against set criteria to inform challenging objectives being set in the performance management cycle.</p>
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<p>Students</p>	<p>Work positively and contribute to lessons in order to deepen the learning.</p> <p>Attend school every day if possible (at least 95%)</p> <p>Adapt to different learning styles when required.</p> <p>Be flexible in working independently/ pair/group.</p> <p>Support the aims of the school by signing up to the home school agreement.</p> <p>Complete all set work and respond to feedback for improvement.</p> <p>Behave well with respect and courtesy.</p>	<p>Provide feedback to peers, teachers, leaders and parents to further improve learning and for continuous improvement.</p> <p>Use the school council and suggestion boxes to ensure all students' voices are heard and students are involved in development.</p>
<p>Parents and carers</p>	<p>Provide opportunities at home for completion of homework and learning.</p> <p>Support student achievement through helping with equipment, kit and organisation, helping their child to use their planner/ INSIGHT correctly and encouraging healthy eating.</p> <p>Ensure their child has the best attendance record possible (95%+).</p> <p>Inform school if there are matters outside school that are likely to affect learning or behaviour.</p> <p>Support the school's behaviour policy and promote a positive attitude to school and learning in general.</p> <p>Support the school's values and aims by signing up to the home school agreement.</p> <p>Attend parent's evening to support their child in their learning</p>	<p>Respond to feedback from teachers on student targets and progress</p>

A number of policies already exist to enhance the teaching and Learning which takes place at Newbridge. These policies should be read alongside this document and will provide more specific guidance in certain areas:

- Appraisal / Performance Management
- Anti - Bullying
- Assessment and Communication
- Attendance
- Behaviour
- Gifted and Talented
- Homework
- Literacy
- Numeracy
- Self evaluation
- SEND

The Teaching and Learning Toolkit contains documentation that supports teaching and learning for staff to access in order to help them with planning in the following areas:

- Assessment for Learning
- Behaviour Management
- Challenge
- Differentiation
- High Performers
- Independent Learning
- Lesson observations
- Marking and feedback
- Setting learning objectives and outcomes
- Plenaries
- Questioning
- SMSC
- Starters