



Teaching & Learning Policy

(ratified by the Full Governing Body on 19th December 2017)

Review Cycle: 2 Years – Autumn Term
Review By: Leadership Team, HR/Standards Sub-
Committee

Contents:

Introduction, Teaching and Learning, Planning & Preparation,
Continual Professional Development, Monitoring Evaluation &
Review, Appendix 1, Appendix 2

1 Introduction

1.1 The Academy places learning at the centre of its ethos. It holds the belief that all students have the right to fulfill their potential and this is achieved through a curriculum that is tailored to the needs of all learners and teaching that is of the highest standard.

1.2 The aims of the policy are:

- To recognise that it is the responsibility of the teacher to provide the highest quality learning and teaching for all students in order to promote high levels of attainment.
- To recognise it is the responsibility of school leaders to support and facilitate improvement in learning and teaching through well planned, appropriate CPD opportunities and through a rigorous appraisal process.
- To monitor the quality of learning and teaching via a transparent, effective procedure.

2 Teaching and Learning

2.1 Teaching staff are expected to adhere to the Professional Standards for Teachers at all times (Appendix 1).

2.2 Teachers should plan and deliver learning experiences that enable all students to make progress during the course of the learning cycle. A learning cycle may be completed across a single lesson or over a series of lessons. These experiences should be stimulating and engaging and should have appropriate levels of challenge. The academy is a Teacher Effectiveness Enhancement Programme (TEEP) school and therefore follows this pedagogical approach (see appendix 2)

2.3 Teachers should communicate optimism by using positive language. They should set high expectations of learners, clearly defining the effort and behaviours that students should be demonstrating during lessons. These expectations are defined in the Academy Behaviour and Discipline Policy.

2.4 Although the academy does not favour one style of teaching, teachers should use well-judged and inspirational teaching strategies that support the TEEP pedagogy (Appendix 2). All lessons should include the Preparing the Learning Environment phase. All phases of the TEEP pedagogy should be covered over the course of a learning cycle.

2.5 Teachers should take the opportunity to develop literacy and mathematic skills when it is presented. All teachers have a responsibility to develop literacy across the academy.

2.6 All teachers have a responsibility to address SMSC (social, moral, spiritual, cultural) issues where appropriate.

2.7 All teachers have a responsibility to promote British values where appropriate.

2.8 All teachers must make the lesson objectives and success criteria explicit to learners. These must be displayed throughout the lesson and discussed with the class to ensure learning and success criteria are fully understood by all.

2.9 Teachers should use robust assessment and tracking systems in order to inform planning for groups of learners, and should use effective AFL (assessment for learning – formative teaching) techniques to check pupils' understanding systematically and effectively throughout lessons. This will enable effective intervention where required. Teachers should reshape lessons where necessary.

- 2.10** Teachers must make effective use of additional adults in the classroom in order to support student progress. This should include: regular liaison/communication with additional adults about expectations/their role within the lesson.
- 2.11** Teachers must provide quality marking and constructive feedback as detailed in the Marking and Feedback Policy.
- 2.12** Teachers must extend learning through the setting of challenging, stimulating and appropriate home learning in line with the Academy's Homework Policy
- 2.13** It is the responsibility of the Head Teacher and the School Leadership Team to create the learning ethos and share these values and expectations with the staff. These values will be reflected in the Academy Improvement Plan and in the CPD and support offered to staff throughout the academic year.

3 Planning and preparation

- 3.1** Subject leaders are responsible for the long term and mid-term planning of curriculum content in their departments. These plans should give a clear overview of the skills, knowledge and understanding that students will develop over the course of the year.
- 3.2** All teachers are expected to follow schemes of learning which are prepared in advance using the academies planning documentation. All teachers are expected to plan individual lessons, including the lesson objectives, tasks and planned differentiation (including the deployment of additional adults). Whilst the format of this planning is not formally stipulated, it may be requested by subject leaders or senior leaders. For formal observations and appraisal observations, the academy lesson plan must be used.

4 Continual Professional Development

- 4.1** Newly Qualified Teachers will have a training schedule that covers the key areas required for completion of the NQT year.
- 4.2** New starters will have a 6 week Induction Programme. The schedule will include legal requirements such as safeguarding and health and safety, but will also cover the content of key academy policies. It is expected that all new starters attend these sessions.
- 4.3** All teachers are expected to attend CPD sessions. These sessions will be published in advance on the forward planner.
- 4.4** Bespoke CPD opportunities will be made available for staff that have specific needs outside, or additional to, those covered by the whole school CPD programme.
- 4.5** An optional CPD programme is also available in which staff can request training in areas in which they feel they would benefit from additional support. The decision to enable staff to attend external CPD will be at the discretion of the line manager, lead for CPD and the Head Teacher.

5 Monitoring, Evaluation and Review

- 5.1** The effectiveness of teaching and learning will be monitored regularly by school leaders through the appraisal process and through regular drop-ins, learning walks and lesson observations. Staff training will be adapted in response to these findings.

5.2 Subject leaders will monitor the effectiveness of teaching and learning in their subject areas through rigorous application of the department MER (monitoring, evaluation and review) process.

This policy should be read in conjunction with the Lesson Observation Policy

6. Appendices

1. Professional Standards for Teachers
2. The TEEP Learning Cycle

Signed: _____ Headteacher
Mr P Hyde

Signed: _____ Chair of Governors
Mr M Dean

Date: _____

Preamble

Teachers make the education of their pupils their first concern, and are accountable to achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical, forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching - A teacher must:**1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum; within the relevant subject area(s)

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities


- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part two: Personal and professional conduct

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities





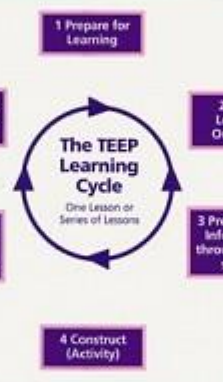
www.teep.info

1 Prepare for Learning

- Physical environment
- Emotional environment
- Motivation
- Give the "Big Picture"
- May be "Bell" or Entry Work
- May be pre-thinking about the work to come
- Link to previous lesson/unit
- Prompt start

6 Review

- Review is vital for learning
- Use the debrief to discuss whether learning outcomes have been achieved
- Use the review to teach pupils how to talk about how they learn (metacognition)
- Review can be oral (discussion), written (learning logs/review sheets) or pictorial
- Pupils need regular review experiences, and lengthier reviews at the end of a unit/module etc



The TEEP Learning Cycle
One Lesson or Series of Lessons

2 Agree Learning Outcomes

- Make the content, skills and thinking explicit
- State clearly what the students will have learned by the end of the lesson
- Share the criteria against which performance will be assessed

5 Apply

- Students are given the opportunity to demonstrate their learning. This may be assessed, e.g. by self, peer group, teacher
- May be minor (short task) or major (an assignment, piece of coursework)
- May be:-
 - demonstration
 - explanation
 - written report
 - display
 - powerpoint
 - poster
 - film, photos
 - practical
 - tape etc
- Students should do more than simply repeat or recall - they need to show that they understand

4 Construct

In this section the pupils are actively learning. The activity(ies) may be teacher directed or student directed.

- Activities should use the range of multiple intelligences and a range of learning preferences
- Where possible give a choice of activity
- May be individual or collaborative
- Should include opportunities for higher order thinking

3 Present New Information

- Through all the senses (Visual, Auditory, Kinaesthetic etc)
- "Hook" the students
- Emotional/unusual aids memory
- Short, clear, 'punchy'

For example, you might use:-

ICT

- Artefacts
- Smells
- Food
- Tape
- Text
- Speaker
- Video
- Music