Teaching & Learning Policy

Updated: October 2016
Review date: October 2018

This is a fundamental aspect of the school's work. We aim to provide a safe, caring and challenging environment for students with lifelong learning at the centre of our focus.

Aims

- This policy is a statement of how teaching and learning should take place at Adeyfield School.
- Its aim is to create consistency, coherence and continuity by developing a shared understanding of the quality and type of teaching & learning expected at Adeyfield School.
- This policy aims to demonstrate that teaching and learning is the core activity at Adeyfield School and an enjoyable experience for all.
- This policy aims to demonstrate that everyone invests all of their energy into learning which should continue throughout life.
- This policy aims to state the highest of expectations to all staff, governors, students, parents/carers and other stakeholders.

Purposes

The purposes of this policy are

- To inform lesson planning
- To inform lesson observation and feedback
- To inform the preparation of Schemes of Learning
- To inform departmental and individual reflection and self review.
- To help teachers and Curriculum leaders negotiate individual professional development plans.
- To help Curriculum Leaders devise curriculum development plans
- To inform the School Development Plan
- To inform the criteria for recruitment and selection of staff.
- To determine the use of training & development time.
- To provide opportunities and strategies to improve the quality of teaching and learning and to be used as a framework to inform strategic planning and allocation of resources e.g. staffing, finance, teaching and learning resources and of training needs.

Effective Teaching and Learning Focuses On…

- Teachers:

We are all committed to developing our knowledge and understanding, methods and skills so we can offer every student the most effective learning experience. We recognise that as teachers we are key to improving our school and providing an effective education. This commitment reflects our professional integrity.

- The Learning Experience:

All students and staff are given the opportunity to improve their knowledge and understanding of the world in which they live and develop key skills so that they become

life-long learners. The learning experience promotes cultural awareness and equal opportunities within our community and prepares children for life in Modern Britian.

- ▪ The Learning Environment:

The learning environment at Adeyfield School encompasses all areas of the site. The learning environment is seen as a safe haven for learning. It reflects the high value we place on learning thus encouraging high expectations and self-esteem.

- ▪ The Whole School Community:

The wider community plays a vital role in the education of young people within this school. These links provide the mechanisms to ensure that learning takes place beyond school hours and the school environment. They also provide opportunities for all stake holders to be aware of the rapidly changing world around them.

An improving and effective school places Teaching and Learning at the centre of classroom practice. Teaching is a complex business and we each approach our teaching groups in different ways. A variety of teaching styles and methodologies exist. However, it is possible to look at classroom management and practice and suggest a framework and set of indicators which might provide a benchmark to measure our own performance. This is set out below:

Effective Practice Constitutes:
- ▪ An effective teacher
- ▪ An effective teacher has:
- ▪ Vision
- ▪ A passion for teaching
- ▪ A clear understanding of why he/she is teaching his/her subject – the rationale and purpose.

An effective teacher has knowledge and understanding:
- ▪ A secure knowledge and understanding of his/her specialist subject and can respond to subject related queries, misconceptions and mistakes.
- ▪ A clear understanding of current issues e.g. Inclusion, progression through the key stages and the raising of achievement and attainment.
- ▪ A clear understanding of the content to be taught ,drawn from the,GCSE Syllabus, examiners' and Ofsted reports.

An effective teacher's skills are:
- ▪ The ability to develop and maintain positive and mutually respectful relationships with students.
- ▪ The ability to break down the assessment criteria into Learning Objectives at appropriate levels in order to meet the students' individual learning needs.
- ▪ The ability to plan effective lessons consistently; clarifying objectives, content and methodology.
- ▪ The ability to create a purposeful environment for learning that will motivate and challenge all students by employing best practice teaching and classroom

management techniques, by using vocabulary that is appropriate and that students can understand by developing their literacy, numeracy, ICT, thinking and key skills

- by effectively using a range of learning resources including Teaching Assistants, Specialist Tutors etc.
- Through supporting all learning needs including the most able, to participate fully and maintain pace in lessons.
- The skills to challenge and correct inappropriate behaviour.
- The ability to make effective use of homework and other activities to ensure that learning continues beyond the classroom.
- The ability to use information about prior attainment and learning needs (including IEPs) to set realistic "SMART" targets for individual as well as whole classes that reflect the highest attainable expectations.

An effective teacher is accountable as they:

- Contribute to producing long term and medium term teaching plans
- Produce short term teaching plans which reflect the strategies that are in place to reach school and subject targets.
- Use consistent and effective methods for monitoring and assessing students' progress by gender, ethnicity, ability and special educational needs and links this to giving regular praise and feedback to students orally and through marking and assessment for learning.
- Has an awareness of students' achievements in subjects other than the ones he/she teaches.
- Has the ability to use examiner reports together with a review of student progress to identify weaknesses and address these weaknesses through future teaching plans.
- Has the ability to analyse results at the end of a Key Stage and to compare them with local and national averages. Again using this information to inform future planning.
- Are professional:
  - o Is a role model for other colleagues and for the students he/she teaches
  - o Has the ability to analyse and reflect on his/her practice to maintain and improve on his/her previous most effective
  - o Has the confidence to receive and give ideas and assistance.
  - o Has the opportunity to continually improve his/her knowledge and understanding, methods and skills through continuous professional development.
  - o Has the qualities of a good and effective learner.

An Effective Learning Experience:

1. Enables learners to develop an appetite for learning
2. Offers a wide range of stimulating and exciting learning experiences
3. Provides a clear idea of the expected learning outcomes
4. Provides learners with an awareness of their current achievements, progress and potential through regular monitoring and clear constructive feedback.
5. Provides the learner with work set appropriate for his/her ability/gender/ethnicity and learning needs that will challenge him/her.
6. Will support the learner and constantly challenge him/her to do his/her best- e.g. give models to show what high standards look like.

7. Engages learners in supporting the learning of others.
8. Set tasks for the learner to continue learning outside of the classroom.
9. Provides curriculum extension and extra-curricular activities and clubs.
10. Gives flexibility with the choice of study.
11. Has opportunities for learners to develop key learning skills, including thinking, ICT skills.
12. Gives learners regular opportunities to receive feedback on his/her progress, to track success and to build on this each year.
13. Celebrates the learner's achievements
14. Encourages learners to use work related experiences for personal and academic development
15. Develops the learner spiritually, morally, socially, culturally and physically and gives him/her the confidence to communicate with others.
16. Provides opportunities to develop the learner's knowledge, skills and understanding to play an effective role in the community in and beyond school.
17. Has agreed standards of a learner's performance and expectations.

An Effective Learning Environment:

- Is welcoming, stimulating, positive and safe.
- Is clean, tidy has decoration, display for learning, display for celebration of work and is in a good state of repair.
- Is structured yet flexible e.g. Seating for learning plan, clear start to start and end of lesson, moveable seating to allow for different teaching and learning styles.
- Allows students to learn from one another
- Encourages peer and self-assessment
- Has appropriate teaching resources e.g. text books, published Schemes of Learning, , Interactive Whiteboards, laptops, flip charts etc close at hand and matching the curriculum needs.
- Provides spaces for students to do homework, research, further and independent study.
- Provides spaces both inside and out for staff and students to relax and reflect.
- Has displayed codes of conduct for learning and behaviour. (Non-negotiables)
- Has an agreed code of conduct which applies to all members of the school community – students, parents, carers, staff, governors
- Has displays of a high quality which are selected, maintained and changed regularly by students and staff.
- Has displays which are stimulating, educating and reflect equal opportunities and contribute directly to students' learning and celebrates students' work and achievements
- Demonstrates that students are creative, proud of and have a passion and commitment to learning.

Effective Community Links:

- Involve all parents/carers of students within the school.

- Involve the school working together with local community groups, places of employment, Connexions, institutes of education and learning centres (libraries, theatres, galleries etc)
- Support people from the wider community being involved in the Teaching and Learning Process as teaching assistants, mentors, buddies etc
- Allow the wider community to celebrate the successes of the school by attending performances, exhibitions etc.
- Have opportunities for members of the wider community to enhance their own learning – developing Literacy, Numeracy, ICT etc
- Have good and regular information about the school, key dates, special events and achievements written by students and staff.
- Give parents/carers clear information of what their child needs to learn, support resources available and a detailed calendar to help support student's management of time.
- Provide consultation opportunities where the student's report and projected performance based on previous and current attainment forms the starting point to discuss and plan the next phase of learning with the parents support. Supports students and staff being able to visit out of school learning and working environments e.g. other schools, businesses, field centres etc

Monitoring & Evaluation

This policy has been formulated to provide a basis for all staff to monitor and evaluate the quality of their own classroom practice. It provides a clear picture of the quality and consistency of practice at Adeyfield School.

We monitor and evaluate the quality of Teaching and Learning in the following ways:
- Observing classroom practice Sampling and scrutiny of student work
- Sharing examples of teacher and student work, discussing quality and effective practice.
- Internally moderating student work
- Discussing with staff their planning and records
- Considering how a student's performance and work in a lesson compares with teacher planning
- Reviewing overall standards of attainment achieved.

The Teaching and Learning Group will focus on aspects that arise from the evaluation in order to develop the quality of Teaching and Learning.

Expected Outcomes:

The expected outcomes will be to develop a culture where all stakeholders have a passion for life-long learning. We want Teaching and Learning to be based on:
- Enjoyment
- Engagement
- Challenge, Enthusiasm, Encouragement
- Motivation
- Students understanding of and being on task
- Collaborative group work and enrichment activities

- Positive interaction between teacher and student
- Resources being effectively used

The following sources of information were used to compile this policy:
- The staff, students, parents, carers and governors
- The development work of the Teaching and Learning Group
- The National Curriculum
- DfE National Standards for Teachers
- Accelerated Learning in Progress – Alistair Smith
- How to Improve Your School –Tim Brighouse
- The Alite Learning Masterclass – Alistair Smith & Paul Ginnis
- The Handbook for Inspecting – Ofsted
- Teaching and Learning – Hay McBer Report
- Model Teaching and Learning Documents from other schools