



## DRET Teaching and Learning Policy

### Introduction

The aim of the academy is to place learning and teaching at the heart of all that is done.

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

- To provide consistency of understanding and approach to learning and teaching throughout the academy
- To enable teachers to teach as effectively as possible
- To enable students to learn as efficiently as possible
- To provide a working environment that is stimulating, celebratory and Interactive (Learning environment policy)
- To give students the skills they require to continue to be effective learners who relate new concepts to previous experiences
- To prepare students to be effective members of society, good communicators, and lifelong learners
- To provide an inclusive education for all students

Policy			
Version	Date Approved by Trustees	Date Released to Academies	Next Review Date
V1.0	28 June 2016	1 September 2016	January 2018

# 1 Principles of Effective Learning and Teaching

## 1.1 Creating a positive climate for learning

This is achieved when staff:

- meet and greet students at the door to facilitate a positive and sharp start to lessons and control the corridors;
- follow the academy's behaviour policy;
- embed clear classroom routines that support learning and safety;
- create a classroom and corridor environment that is orderly, inspiring and conducive to learning, including maintenance of high quality up-to-date displays that both celebrate students' work and can also be used as a teaching tool;
- make decisions about student-seating and ensure this is directly linked to learning and progress;
- encourage students to participate and model listening skills to create a climate of mutual support and respect where students are not afraid of making mistakes;
- are a visible and mobile presence in the room and intervene swiftly and appropriately to maximise learning;
- impart their enthusiasm for their subject;
- maintain positive relationships with students within and outside the classroom environment.

## 1.2 Planning for Progress

Teaching and learning is of a consistently high standard when teachers:

- display high levels of organisation: the classroom layout, resources and equipment are all ready for a prompt start;
- ensure there is an engaging arrival/starter activity;
- share learning objectives and success criteria/outcomes with students;
- check progress against objectives and outcomes [mini-plenaries/traffic lighting] throughout a lesson, and use student feedback to adapt the pace and content of teaching;
- have secure, up-to-date knowledge and understanding of subject specific developments and a range of teaching and learning strategies;
- deliver content and skills that meet current National Curriculum and examination board requirements and that ensure all students make at least expected levels of progress across an academic year and key stage;
- make effective use of prior attainment data, current assessment data, SEN information etc. to ensure work is pitched to provide appropriate challenge for all students, including sub-groups [most able, English as a second language (EAL), pupil premium (PP), Special Educational Needs (SEN) etc.] so that all students make good or better progress;
- maintain up-to-date class data folders that include seating plans, data collection information, progress reviews, student profiles etc;
- plan lessons and activities which provide pace and are active, interesting, engaging and varied including stimulating resources that have been tailored to meet individual needs;
- use a variety of strategies for differentiation including by task, outcome, resource, method or group and plan for different starting points, particularly for the most able;
- have the confidence to adapt teaching resources and methods and trial new teaching ideas and strategies with their students;
- use questioning strategies which provide stretch and challenge to all learners: differentiated questioning is targeted and probing, students are given time to respond to 'big questions' and encouraged to ask further questions or questions are reshaped to elicit stronger student responses;
- take an interest in student responses – model listening skills with students;
- give students time to explore, develop and consolidate knowledge, understanding and skills and encourage the transfer of these skills across the curriculum;
- promote numeracy and literacy and embed consistent approaches to strengthen skills;
- use technology appropriately and effectively to stimulate, broaden and consolidate learning, and to support the presentation and communication of ideas;

- ensure that students can make use of additional resources independently to support and enhance their learning beyond the classroom/lesson; stretch and challenge activities are provided for the most able;
- set homework that actively supports learning, understanding or the application of skills;
- take the time to set homework up carefully and strive to do so at other points in the lesson than the end.

### **1.3 Assessment, Marking and Feedback**

For students and staff to benefit fully from assessment, marking and feedback, teachers must:

- adhere to the academy marking policy
- assess students against National Curriculum/Examination Board requirements regularly [DRET key assessment schedule] and ensure that key assessment information is recorded in students' exercise books and planners;
- ensure that all assessment informs future planning and intervention;
- use the language of national curriculum and examination board criteria and mark schemes so that students develop a clear understanding of their current, projected and target grades and can articulate what they need to do to improve;
- ensure that marking identifies and shares strengths and targets with students and that agreed marking codes are used across the academy to ensure a uniform approach;
- provide evidence of marking for literacy - the student should identify misspelling and correct using appropriate resource;
- build time in to lessons for meaningful reflection/response to feedback;
- emphasise to students the importance of presentation;
- share assessment, marking and feedback with parents/carers and other staff as appropriate.

### **1.4 Learning Support**

To ensure that the impact of learning support is maximised, teachers must:

- be aware of the specific learning needs of the students they teach;
- use student profiles as a working document and ensure this information is up-to-date within teacher data folders;
- consult regularly with the SENCO and/or other members of the Learning Support team to ensure that learning support is deployed to maximum effect;
- give appropriate guidance to LSAs on their role within a lesson or sequence of lessons and provide lesson information/SoW in advance;
- ensure learning conversations with LSAs about students and groups of students are on-going and that additional interventions are planned jointly.

## **2 Learning Charter Expectations**

2.1 At our academy all students can expect their teachers to:

- Ensure students are kept safe;
- Plan effective learning;
- Set high expectations of learning for each of them;
- Treat all students fairly, and with respect;
- Support each of them in their learning;
- Set homework regularly according to the homework policy;
- Always mark their homework;
- Acknowledge their strengths;
- Give formative comments/targets for improvement;
- Recognise progress and respond according to the rewards policy.

2.2 At our academy all students are expected to:

- Respect all members of staff and all academy property;
- Treat their fellow students as they would wish to be treated themselves;
- arrive to lessons on time and with the appropriate equipment;
- approach all lessons and activities with a positive attitude and a willingness to work hard;
- engage and take responsibility for their own learning by participating fully in the learning that takes place both within and beyond the classroom;
- demonstrate an ability to work well both independently and collaboratively;
- accept that everyone learns in different ways and at different paces and that we should respect and build on these differences;
- share and celebrate their own achievements and successes and the hard work of others;
- develop confidence in communicating ideas, questioning their own and others' ideas and evaluating the strengths of other peoples' opinions;
- Complete all classwork/ homework and do so to the best of their ability;
- Present their work neatly;
- Write and underline the date and title of any written task clearly;
- Complete their written work in blue or black pen and pencil for diagrams;
- Not do any graffiti or doodling on any piece of work;
- Stick worksheets in their exercise books;
- Write SA and PA when completing self-assessment or peer assessment;
- Respond to their teacher's feedback using a different coloured ink pen.

### 3 Monitoring and Evaluation of Teaching and Learning

3.1 The following internal quality assurance methods are used to regularly monitor teaching and learning overtime across the academy:

- Learning walks;
- Assessment data and examination results;
- Student work scrutiny;
- Formal lesson observations;
- Lesson planning and SoW curriculum development;
- Student voice/questionnaires;
- Reporting to governors;
- Appraisal/PM self-review process for all teachers.

3.2 The following external quality assurance methods are used regularly to monitor teaching and learning over time in the academy

- Learning walks carried out by ICL;
- Work scrutiny carried out by ICL;
- Cluster moderation of work;
- Trust moderation of work;
- KPI information sent to the Trust;
- Trust Review days.

3.3 The senior leaders together with the governors scrutinise the teaching and learning quality assurance data and other relevant information to plan appropriate whole school, faculty/departmental and individual staff support and development. This will include promoting and facilitating collaborative working and sharing of good practice from within the academy and across the Trust as well as provide opportunities for all staff to access high quality CPD which is linked to individual need and monitor the impact this has on student outcomes.

3.4 This policy does not form part of any employee's contract of employment. The Trust may alter or adapt this policy, and any components of it, at any time provided it notifies the Chair of the Local Governing Bodies.

3.5 The Director of School Improvement will review this policy at least every year and assess its implementation and effectiveness.