

TEACHING AND LEARNING POLICY

1 RATIONALE

Providing a personalised learning curriculum which supports and stretches all students is at the heart of our teaching and learning philosophy. We ensure that all teaching staff have access to the highest quality CPD programme to provide the most innovative and cutting edge learning opportunities for every student. Together, the lead strand of our ethos, 'Learning First' and the entitlements designed by the Learning Commission form the vital framework for our teaching and learning pedagogy and vision.

2 AIMS

- Meet the needs and aspirations of all students
- Plan opportunities for students to develop their personal potential.
- Establish an agreed range of practices to guarantee a consistent approach towards learning and teaching.
- Promote the view of learning as a shared responsibility.
- Involve all staff in developing and improving the quality of learning and teaching.
- Provide all staff with developmental opportunities to extend and enhance their range of teaching and repertoires
- Enable all staff to plan for and deliver skills beyond own subject specialism to incorporate cross curricular initiatives, in particular the CORE skills, WORD, Numeracy, ICT, Enterprise and SMSC
- Identify students' achievement through rigorous monitoring and plan appropriate interventions to enhance their progress and close any gaps
- To realise the entitlements for Learners, Teachers and Curriculum as promoted by the Learning Commission

3 OBJECTIVES

The Principal will work with the Academy Leadership Team to:

- Create and maintain an environment and code of behaviour which promote and secure good teaching, effective learning, high standards of achievement and good behaviour and discipline.
- Determine, organise and implement a full, broad and balanced curriculum
- In line with National guidelines , ensure that all students follow statutory requirements, in addition to incorporating innovation practice from international and national research as appropriate
- Ensure that effective and appropriate support and challenge is available and planned for all students.
- Ensure cross curricular strategies for the CORE spirals, WORD, Numeracy, ICT, Enterprise and SMSC are applied consistently and directly impact on raising achievement.
- Ensure that the entitlements for Learners, Teachers and Curriculum as promoted by the Learning Commission are fully implemented across and beyond the academy curriculum

- Ensure that all staff have access to high quality CPD to improve the quality of provision through all subject areas
- Involve all staff in rigorous Monitoring, Evaluation and Review of the quality of teaching and learning and achievement of all students, including those with additional needs.
- Promote positive strategies which encourage respect for all members of the Academy community.
- Develop links with the community, including business and industry in order to extend the curriculum, deliver highly innovative enterprise initiatives, and to enhance the learning and teaching.
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement, personal development and well-being.
- Ensure regular celebration of student achievement – sporting, cultural and academic.

Coordinators to:

- To have in place clearly differentiated long, medium and short term schemes of work. These must set out subject learning objectives, cross curricular opportunities for CORE, WORD, Numeracy, ICT, Enterprise and SMSC, and a clear framework for assessment.
- Lead the department by example and set high standards.
- Set learning and teaching priorities and targets for the department within the context of the academy improvement plan.
- Implement the entitlements for Learners, Teachers and Curriculum as promoted by the Learning Commission
- Rigorously implement the programme for Monitoring, Evaluation and Review within their department.
- Be accountable for the standards of learning and teaching within their department.
- Participate in appropriate CPD and disseminate information to staff efficiently, effectively and promptly.
- Identify professional development requirements within the department and utilise subject area time to address appropriately to develop the standard of teaching and learning.
- Ensure assessment procedures provide information to inform future planning and intervention, including rigorous and consistent use of the academy editing policy; provision of differentiated assessments; organisation of standardisation and moderation at all levels.

Classroom Teachers to:

- Plan effectively and deliver lessons appropriate to every individual within the teaching group, ensuring support and challenge as appropriate.
- Implement rigorously the Harris Academy Bromley lesson expectations for each lesson.
- Monitor students' progress through frequent formal and informal written and oral feedback and maintain effective records.

- Create a secure, stimulating and enterprising classroom climate that will motivate students to learn and to perform to the best of their ability.
- Implement cross curricular opportunities for the CORE spirals, WORD, Numeracy, ICT and Enterprise, and a clear framework for assessment throughout lessons, following departmental schemes of work, adapted as appropriate to accommodate individual need
- Support students in their learning and help them to become confident independent learners, using the CORE spirals explicitly and implicitly to enhance the students' progress towards targets
- Provide opportunities for students to assess their own and others' work in accordance with a clear criterion
- Ensure all students are aware of current attainment level and know how to achieve and exceed target level.
- Implement the entitlements for Learners, Teachers and Curriculum as promoted by the Learning Commission
- Use ICT selectively and appropriately to enhance the teaching process, increase student ICT capability and motivate students towards developing a positive attitude to their learning, thus enabling them to take more responsibility for their own learning.
- Ensure that lesson planning, assessment information, IEPs, profile of need, seating plan and any other documentation about each class is well organised and accessible in the classroom.
- Follow whole school Behaviour and Assessment Policy rigorously.
- Ensure that lessons and resources used are tailored to accommodate the interests and learning needs of both genders to ensure smooth transition to co-ed lesson delivery.

Learning Support Staff to:

- Work collaboratively with the class teacher in planning for learning and teaching.
- Support students in specific aspects of their learning as agreed with the class teacher.
- Communicate clearly with teaching staff regarding the needs of the individual student and their role in supporting them.

Students to:

- Aim to achieve goals and meet targets and respect the right of others to do the same.
- Take responsibility for their own learning and be proactive in using self-assessment techniques.
- Participate actively in lessons, contributing to class/ pair/ group discussions and tasks in a mature and focused manner
- Meet deadlines for completing class work and home work
- Prepare appropriately for each lesson and maintain high expectations of themselves, following the CORE spirals to maximise levels of progress towards targets
- Follow the "Home Academy Agreement" and consistently observe the Academy rules.

Parents and Carers to:

- Work in partnership with the Academy in all aspects of their children's education.
- Support Academy initiatives which involve collaborative working to raise student achievement.
- Encourage and support their child to work to meet their potential.
- Attend consultation evenings or meetings to discuss student progress.

4 PROCEDURES**Planning**

- All lessons should be planned carefully and be part of an overall scheme of work that is accessible to all other staff in the department.
- Long term and medium/ short term templates are to be used for planning in every subject area
- All lesson plans should demonstrate how the lessons will build on students' current knowledge, understanding and skills so that sustained progress can be made.
- For formal observations, lessons should be recorded on the agreed format for a lesson plan.(See appendices)
- Activities and tasks should be planned to reflect a well balanced range of activities and to include a range of teaching and learning styles.
- Lessons should reflect the ethos of an Enterprise Academy, therefore incorporating opportunities for the CORE spirals, WORD, Numeracy, ICT and Enterprise, and a clear framework for assessment throughout lessons
- Lessons should be differentiated to take into account learning needs; assessment data must be used to plan effectively to support and challenge every learner.

Learning Environment

- All classes must have a seating plan which should be followed in the lesson. This should avoid social groupings.
- Ensure that there is a positive learning environment characterised by high teacher and learner expectations.
- Ensure that there are high quality displays in the classroom that reinforce expectations.
- Display exemplar work together with levels and assessment criteria.
- Make sure the classroom is well organised and tidy.
- Academy rewards and sanctions will be on display.

AT THE START OF THE LESSON

- The teacher must be outside the door to welcome the students into the room in an orderly fashion. Students should be in the correct uniform, and ready to learn.

- The teacher should engage students' interest with a 'Hook' activity which is around 5 minutes.
- Students must only have equipment for the lesson on the desk including their planners.
- A register must be taken for each lesson within the first ten minutes.
- The teacher should use positive praise to students as they arrive on time and ready to learn in order to start the lesson positively.
- Homework should be set in the first half of the lesson and written into students' planners
- Behaviour for learning policy MUST be applied from the very commencement of the lesson – S.W.A.T. (see behaviour policy).

PUT THE LEARNING IN CONTEXT

- The lesson should use time well and be structured with appropriate pace and challenge.
- Learning objectives and differentiated outcomes should be shared with the students, and in KS4 and KS5 linked to GCSE/BTEC/ GCE levels. This should happen after the 'Hook' activity.
- A balance should be achieved between whole class interactive, class teaching, individual work, group work, testing and assessment.
- A range of learning styles should be accounted for, ensuring that visual, auditory and kinaesthetic learning styles stimuli are provided.
- Provide opportunities for students to self and peer assess themselves against clear success criteria every half term.
- Praise should be used, wherever possible, for achievement and effort – linking to CORE skills.
- Build enjoyment into a lesson; the teacher should let enthusiasm for the subject and personal enjoyment of learning shine to harness the enthusiasm of the students.

AT THE END OF THE LESSON

- A review of what students have learnt should take place.
- Check learning against outcomes shared at the beginning of the lesson.
- Allow time for questions and thoughtful answers.
- Give praise to the class as a whole or individuals for their learning.
- Establish an orderly end to the lesson before students are dismissed on the bell.
- The teacher must stand by the door while students are leaving, ensuring an orderly exit from the classroom.

BEHAVIOUR FOR LEARNING

- Students must see that if they disrupt learning there will be a consequence.
- The teacher must follow the stages of the Behaviour for Learning policy, pointing out to the student which stage they are at. Where at all possible stages should not be missed.

- Where a student settles, the teacher should make sure praise is given for their work as soon as is practically possible.
- The teacher must be prepared to follow-up any poor behaviour in the lesson, with a meeting and/or sanction. It is very important to ensure there is a conclusion with the member of staff concerned, although line managers may be required to support in this.
- If a student is temporarily removed from the lesson the classroom teacher remains responsible for that student's learning. The teacher must ensure that the student is set appropriate work and that this work is marked alongside other students in the group. Teachers must also follow-up poor behaviour with an appropriate sanction, or if transferred or DP'd then coordinators and Duty Principal will follow up the sanction.
- Teachers should use positive recognition as often as possible and foster participation through sensitive and productive handling of students' mistakes as this will boost self esteem.
- Teachers should always be calm and courteous; this will foster mutual respect and it is more difficult for a student to justify their rudeness if the teacher is always polite.

THE USE OF ASSESSMENT

Assessment FOR Learning

Teachers should:

- Plan and use a whole variety of assessment techniques every day.
- Have clear learning outcomes (written up) and share these with students at the beginning of the lesson, revisit them throughout the lesson as you periodically review learning.
- Review learning outcomes at the end of the lesson through a plenary.
- Share assessment criteria with students so that they know how their work will be assessed and how to make progress.
- Provide exemplar material that has been marked using the assessment criteria.
- Ask open questions and give students time to think before getting an answer.
- Use questions to explore students' understanding and diagnose any misconceptions using no hands-up questioning with random selection (lolly sticks / random name generator).
- Use a range of strategies for peer and self assessment.
- Identify specific ways in which students can improve their work.
- Inform students what they have done well and what they need to improve during or soon after the activity.
- Adjust lesson plans to take account of progress.

Assessment OF Learning

Teachers should:

- Record, track and discuss student progress with individuals.
- Analyse student data to identify improvement strategies.

- Mark students work (fortnightly) with appropriate positive and specific comments as well as clear targets for improvement; use the whole academy marking policy and ensure literacy is taken into account where appropriate. This entails identifying the skills the student has demonstrated, their progress towards target grade (O/E/U) and targets which directly guide the student to attain target grade.
- Purple stickers are once per half term and based upon class assessment.
- Targets and progress are shared with students and parents/carers.
- Parents/carers attend meetings to discuss progress.
- Reports are produced to highlight progress and clear action points for further development.

Coordinators should:

- Analyse assessment and test results to see the effects of previous developments/initiatives and to identify any necessary revisions of medium term plans
- Provide opportunities for standardising and moderating student work to ensure consistency of assessments
- Proof read and check all assessment data and reporting sent home to parents to edit appropriately, following up any concerns as relevant
- Do regular book monitoring to ensure feedback is given to teachers regarding the quality of class work and marking.

Associated Appendices:

(1) WORD assessment grid and staff handbook

(2) Numeracy guidelines

(3) ICT guidelines

(4) SEN Inclusive Classroom Guidelines

(5) Learning commission entitlements for Learners, Teachers and Curriculum

(6) Planning and Observation Templates

(7) Check list for learning and teaching and active student learning activities

(8) Assessment:

(a) Editing policy

(b) Assessment for learning guidelines

Associated Policies:

- (a) Curriculum Policy**
- (b) Assessment Policy**
- (c) Gifted and Talented Policy**
- (d) WORD policy and staff handbook**
- (e) SEN Policy**
- (f) Monitoring, Evaluation and Review Policy**
- (g) Performance Management Policy**
- (h) Ethos and Vision documentation**

Policy Created by R Hickey May 2011

Reviewed July 2012 by G. Landman

Reviewed January 2015 by M. Lester