



TEACHING & LEARNING POLICY

Reviewed: February 2017
Next review date: February 2019

TEACHING AND LEARNING POLICY

Rationale

Effective teaching and learning is the principle purpose of Elm Academy. It is at the heart of securing high quality educational provision. It underpins the successful provision of a broad and balanced curriculum which meets students' needs and goes beyond statutory requirements. Elm Academy is fully committed to supporting students and teachers in effective teaching and learning; to promoting enjoyment of and a quest for learning; to securing high standards of attainment and progress for all.

In addition to observations completed through Performance Management Elm Academy will ensure an overview of the standard of Teaching and Learning. A Teaching and Learning Quality Assurance team including members of the Leadership Team and two ASTs will regularly observe all teaching staff to:-

- Identify training needs and areas of good practice which will then be used to develop effective professional development opportunities
- Provide consistency of approach
- Initiate appropriate actions to ensure all lessons are good or above
- Offer support and guidance in order to secure high levels of teaching and learning
- To provide an overview of teaching standards

Purposes

- To agree and implement a whole college approach to effective teaching and learning
- To ensure that all students fulfil their potential in terms of academic attainment; aesthetic appreciation, spiritual awareness and personal development
- To provide a basis for identifying teachers' strengths and areas for development through lesson observations, supporting professional development needs and advising faculty and whole college planning
- To follow appropriate procedures to ensure that all lessons are good or above

Guidelines

To achieve this, all staff agree to use the criteria set out below to inform:-

- lesson planning and delivery
- extra-curricular activity
- curriculum management decisions
- monitoring and evaluation of teaching and learning
- Elm Academy policies

Criteria

We agree that effective teaching and learning requires:

A whole staff commitment which:-

- encourages, praises and positively reinforces good relationships, behaviour and work
- values and encourages teamwork
- is positive about change
- promotes trust, security and high self-esteem

- welcomes the opportunity for development of good teaching styles through regular lesson observation and sharing of good practice

We agree that effective learning requires:

a) **Appropriate attitudes:**

- well motivated enquiring students who are willing to show initiative, take responsibility for their own learning and respond positively to challenge
- students who show a zest for learning, are able to sustain concentration, apply themselves and develop their capacity for personal study
- involvement in and enjoyment of individual and collaborative learning
- learning from mistakes and responding positively to targets set for improvement
- willingness to ask and answer questions, join in discussion and have confidence in dealing with the texts and topics being taught

b) **Positive behaviour and relationships:**

- respect for people and property
- constructive relationships with all members of the college community
- a willingness to appreciate what others have to say and respect views and ideas different from their own
- consideration for other people's feelings, values and beliefs

c) **Personal development:**

- progress in knowledge and understanding
- positive response to shared learning objectives, feedback on performance, and target setting
- confidence in working independently, and collaboratively to solve problems
- perseverance
- high self esteem
- confidence to articulate views and beliefs
- commitment to improve
- pride in presentation
- taking increasing responsibility for learning
- attending regularly, being punctual and reliable, ready to begin lessons on time, being organised and bringing necessary equipment
- reflecting on performance, setting new goals and targets for personal progress

d) **A supportive learning environment which:**

- is secure
- promotes focus and purpose
- is well resourced and where resources are effectively deployed
- gives scope for practical and group working
- makes effective and efficient use of space
- provides support for individuals
- relates to vocational skills and learning beyond the classroom
- prepares young people for the world of work and lifelong learning

We agree that effective teaching requires:

a) Secure knowledge and understanding of the subject(s) including:

- knowledge and understanding of subject specific concepts, skills and syllabuses
- an understanding of progression from the KS2 programmes of study through to the framework of 14 –19 qualifications and beyond
- a thorough understanding of the different skills required to teach vocational subjects and their assessment criteria
- knowledge and ability to teach the key skills required for current qualifications to their specialist subject(s)

b) Appropriate planning, teaching and class management strategies including:

- good quality planning which specifies learning objectives which teachers share with students
- lessons which are structured according to the Key Stage 3 strategy
- a range of teaching strategies which meets those learning objectives and recognise a range of learning styles
- opportunities for collaborative learning
- setting tasks for classwork and homework which challenge students, ensure high levels of interest, support progress and allow for consolidation of learning
- provision of opportunities to contribute to students' personal, spiritual, moral, social and cultural development
- facilitating of opportunities to develop students' wider understanding by relating their learning to relevant contexts
- high expectations of work and behaviour
- ensuring each student has the opportunity to achieve his or her potential
- that differentiation is integral and there is an opportunity for extension work
- effective questioning, purposeful intervention and analysis of student response
- good pace and effective use of teaching time
- good classroom management
- promotion of self esteem in individuals and the securing of positive and productive relationships

c) Formative assessment of students' work including:

- constructive marking and monitoring of students' assigned classwork and homework
- setting clear targets for students' learning which take account of prior attainment
- rewarding achievement
- using assessment effectively to identify students who need positive and targeted support
- awareness of the SEN/AGS

d) An approach to professional development which ensures that teachers:

- evaluate their own teaching and development needs
- have up-to-date and relevant knowledge
- value and make use of accurate data
- understand their professional responsibilities
- have access to high quality professional development

We agree that good practice in lesson observation should include:

a) **Before the observation**

- clarification of the focus
- mutual negotiation of the date, time and class

b) **For the observation**

- lesson plan which should indicate a clear outline of its place in the scheme of work or module
- lesson plan which should identify students with special need/AGS/EAL
- lesson plan which should outline strategies for differentiation
- lesson plan which should clearly identify strategies for assessment

c) **During the observation**

- Completion of observation form by the observer
- Opportunity to view students' work and if appropriate discuss the topics/texts being taught by the observer
- The observer assuming a discreet presence

d) **After the observation**

- An opportunity for feedback to be negotiated with the member of staff observed
- The identification of training, development needs or other appropriate action

LEARNING NEEDS

Academically gifted

Elm has a register of students who have been identified as academically gifted in one subject or across a range of subjects. Opportunities for extension and enrichment activities are built into our schemes of work in each department to meet the needs of these students.

All teaching staff at Elm have a responsibility to recognise and value students of all abilities and enable each one to fulfil his or her potential. We are aware that Academically Gifted students (AGS) can sometimes respond to peer pressure and as a result may underachieve and with this in mind teachers should have high expectations of each student and plan the appropriate challenges and guidance to support these students in their learning.

The curriculum should provide relevant and challenging learning to all children. It should follow the three principles set out in the inclusion statement:

- A. setting suitable learning challenges
- B. responding to pupils' diverse learning needs
- C. overcoming potential barriers to learning and assessment for individuals and groups of pupils

Extra Curricular Opportunities

It is the Curriculum Leader's responsibility to ensure that AGS students are provided with a range of extra curricular opportunities to fulfil their potential and excel.

TEACHING AND LEARNING

Intervention, Support and Capability Flow Diagram

