Teaching and Learning Policy

Together, *we* aim to develop well rounded, confident and responsible individuals who will aspire to achieve their full potential. Boasting a culture whereby all students and their families are shown compassion and respect, *we* encourage and empower each of them to contribute positively to society, displaying understanding and kindness and to others

We do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal, and all achievements are celebrated and by giving students the skills and confidence to achieve their goals now and in the future.

Impact Assessed	Yes	☒	No	☐

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Statement of Intent

Teaching and learning lies at the very heart of everything we do. We have high expectations of our students and therefore also of the quality of teaching that our students receive.

We believe:

- Every child has the right to a high quality education, no matter their starting points and/or educational and social needs.

- Every classroom should be one filled with learning, where students can build on their knowledge of topics in subjects and opportunities are provided to extend this learning outside of the classroom.

- Learning is a mutually celebrated experience, where students are given praise and rewards for exceptional performance and where they can also learn and build from their mistakes.

- Students should be sufficiently stretched and challenged in lessons in order to ensure that they fulfil their potential.

- Students should be given opportunities to develop essential employability skills such as speaking and listening, problem solving, creativity, positivity, aiming high and leadership. In addition we support students in developing their independence and resilience so that they become confident learners who can draw on the wide range of skills detailed above.

- Classroom environments should reflect our core teaching and learning ethos so that students receive the same learning experience across the breadth of the curriculum.

- The professional development of teaching staff and those who also support in the classroom is fundamental to delivering effective teaching.

- Classrooms should be 'literacy-rich' to develop and support students' literacy skills and close any gaps that may exist on entry.

- Numeracy and SMSC should be sufficiently developed and embedded across the curriculum, making appropriate connections to life in the real world in order for students to see the relevance to their learning and to prepare them for life after school.

1. *Roles and Responsibilities*

1.1. The Role of Trustees

Trustees will receive reports from the head teacher and act upon areas identified as requiring improvement.

Trustees will visit the school to increase their knowledge of teaching and learning activity. When visiting, trustees will:

- Observe lessons

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- View recordings of lessons as appropriate

- View samples of students' work

- Talk to students about their experiences

- Talk to teachers about their experiences

- Report on their findings

1.2. The Role of the Senior Leadership Team

The senior leadership team will:

- Take a general overview of the atmosphere in school on a day-to-day basis by visiting classes and talking to staff and students.

- Liaise with parents to ensure needs are being met.

- Work in classrooms, including teaching, regularly.

- Carry out focussed classroom-based observations.

- Review and comment on planning, including termly targets.

- Discuss all annual reports with staff.

- Complete a self-evaluation.

- Report on the quality of teaching and learning in the Head teachers report.

- Act as role models for teaching staff.

1.3. The Role of Teachers

Teachers will:

- Monitor and evaluate their teaching.

- Seek professional dialogue and constructive feedback from their line manager.

- Review and evaluate their planning regularly.

- Set appropriate and challenging targets for students based on ability.

- Collaborate with colleagues to moderate student achievement.

- Involve parents and other professionals in the monitoring process.

- Complete trackers to review and assess the progress of their students.

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1.4. The Role of Pupils

Students are expected to:

- Be on time for school.
- Be prepared to learn.
- Store personal belongings in the lockers provided.
- Be attentive.
- Listen to and follow all reasonable instructions.
- Treat everyone with respect.

2. Expectations

2.1. Planning

All teachers are expected to plan lessons for the classes they teach using the agreed template. Lessons should adapt the scheme of work that accompanies the topic to suit the needs and starting points of the learners in their class. Sequences of learning should reflect the day to day planning that teachers do, reflecting on what has worked in the lesson or what was unfinished and needs reviewing in the next lesson. Staff will also have up to date context sheets (updated after each data capture) including Gatsby benchmark data indicating skills levels, and any SEND information available.

2.2. Marking and Feedback

We expect all teachers to mark and give prompt feedback to learners. We understand this takes the form of verbal <u>and</u> written feedback. For all written feedback, teachers are to use the WWW, EBI and Yellow Box strategy. This ensures that we retain the same quality of written feedback across all subject areas.

WWW – What Went Well (strengths displayed by student in relation to lesson learning objective)
EBI – Even Better If (targets to improve student achievement in relation to lesson learning objective)
Yellow Box – Identified opportunity to improve student work / student reflection on EBI

Marking timescales will conform to the Academy Marking Policy.

Teachers are also required to mark for literacy in lessons. Throughout, teachers will be marking for skills using verbal feedback, stickers and Skills Builder assessment feedback sheets.

Full and ongoing training is provided for staff and all classrooms should display the academy posters for students to refer to.

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3. Teaching and Learning Model

Term 1.1 Lesson Observation		
Triangulation to ensure consistency	Whole school T+L outcomes tracked and evaluated	Individual professional development needs tracked at whole school level

Staff Placed on Professional Development Pathways	
Core sessions for all	Planned directed CPD sessions

Learning Walks		
Instant informal feedback	Informs staff training and development	Best practice shared

Staff development and training	
Staff meetings and briefings and CPD	'In -house' courses designed by experts

4. Assessment

4.1. Baseline Assessment

Students will complete baseline assessment on admission. Essential skills are also assessed and the results of these help to inform planning.

Strategies for baseline assessment include:

- Use of past test papers.
- Assessing student progress over the first six weeks of induction.
- Behaviour profiling to identify confidence and emotional issues.

4.2. Formative Assessment (Assessment for Learning)

Formative assessment creates a positive learning environment where students can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the student's continuing progress.

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Formative assessment is a powerful way of raising students' achievement. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify student's strengths and gaps in their skills / knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the student's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment will not be punitive. It is used to guide teaching and learning and help students achieve their targets. It is not used to judge a teacher's performance.

Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

4.3. Summative Assessment (Assessment of Learning)

Summative assessment is important for:

- Accurate information regarding a student's attainment and progress.
- Informing both parents and teachers of a student's attainment and progress.

Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a student's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of students.

Methods of summative assessment include:

- End of year/ external examinations.
- Projects which contribute to a final grade.

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5. Quality Assurance

We have a robust system in place to ensure that we retain high quality and consistency in our expectations across the curriculum. This is led by the Head of School and is supported by the Deputy Head of School. Half-termly quality assurance checks allow us to identify specific whole school training needs and identify staff who may require additional support. Feedback is given promptly to all staff involved in the process and actions that require a follow up are taken when and where required. This information is also stored in a Teaching and Learning overview file for future reference. The school calendar documents observation and work scrutiny cycles and is published at the end of the summer term in advance of the forthcoming academic year. We do also quality assure the work of vulnerable and at risk groups such as Pupil Premium students and those with a special educational need. In both instances, we will cross check their work with that of others to ensure that our expectations for all learners is the same.

6. Professional Development

During performance management meetings, staff will be provided with the opportunity to discuss their own professional development needs. This could involve development at a leadership level or developing an aspect of teaching practice. Staff will be linked with teaching schools and placed on a professional development pathway that will suit their needs where they will be expected to complete a set of 'Core' modules along with more personalised 'Directed' sessions. These sessions will be delivered by outstanding professionals who are experts in their field. Each year, the sessions at both Core and Directed level will feed directly from the School Development Plan. Training and development is interwoven through CPD, meetings and briefings. Subject leads will be linked with a local teaching school to attend department meetings to develop and enhance teacher expertise and subject knowledge.

7. Online Learning Facilities

There is a dedicated section in staff shared area which houses all our lesson planning templates as well as a variety of high quality and effective teaching and learning resources. All of these resources are editable and are suitable for use across the curriculum. Core training session materials are often loaded into here for easy reference in the future or for access for teachers who may have missed the session itself. There is also a variety of literacy and numeracy resources and ideas for all staff to use. Staff have access to Educare and East Durham College E Learning platform for professional development including areas of SEND and behaviour.

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Essential Skills

Essential skills unlock learning in the classroom, boosting academic outcomes, perseverance and self belief. They halve the likelihood of being out of work, and increase earnings across a lifetime. They even boost wellbeing and life satisfaction.

But access to these skills isn't fair. And where they are missed, it undermines social mobility, productivity and wellbeing.

We think everyone, at every stage of their lives, should have the opportunities to build them.