



Teaching and Learning Policy

Effective Date:

December 2014

Date of minuted/ review approval by the Board of Governors:

23 January 2019 18 May 2021

Review Committee:

Secondary Local Board

Review Date:

January 2021, May 2023

Owner:

Deputy Headteacher

This policy should be read in conjunction with our Assessment Recording and Reporting and Marking and Feedback Policy, Behaviour Policy and Appraisal and Capability Policy

Rationale

- Help our students achieve academic success through a broad, balanced and challenging education, giving each student appropriate opportunities to fulfil individual potential both through independent effort and collective endeavour
- Promote a love of learning and to encourage lively and enquiring minds
- Develop a proper sense of independence and resilience in thought and action, encouraging all students to take responsibility for their own learning by acquiring the skills and areas of understanding which will enable them to adapt with confidence and initiative to a rapidly changing world
- Provide opportunities for students to enhance their learning through collaborative activities that promote full participation
- Foster appropriate partnerships which will benefit our students to learn beyond the traditional curriculum
- Remain student-centred in our teaching and learning decision making, to ensure that learning and outcomes are appropriate for all students regardless of outside influence.

Through our teaching we aim to:

- Empower our students to acquire new knowledge and skills to make rapid progress according to their individual starting points so that they increase their understanding and ability to apply their learning in the subjects taught
- Foster in students the application of intellectual, physical or creative effort, interest and pride in their work, and the ability to think for themselves and work collaboratively with others
- Challenge all learners to develop transferable skills for life via our innovative curriculum
- Empower students to achieve academic success
- Provide the best possible outcomes for students to enable them to make successful progression
- Instil in all students the ability to self-regulate their own learning behaviours
- Develop in students the very best communication skills, including high levels of oracy

Classroom Expectations and Environment

- Deliver lessons that are consistently good or better
- Plan and deliver lessons that are matched to individual students' needs, recognising their different starting points incorporating effective teaching methods, suitable activities and wise management of class time. When planning work for students with learning difficulties, we take account of the information in their Statement or EHC Plan
- Give students increasing independence and responsibility for their work as they mature and maintaining high levels of students' involvement in tasks
- Show a good understanding of the aptitudes, needs and prior attainments of the students and ensuring that these are considered in the planning and delivery of lessons
- Demonstrate appropriate knowledge and understanding of the subject matter being taught in order to provide challenge for all abilities, ensuring we provide CPDL (Continuing Professional Development and Learning) opportunities for staff to retain their subject specialism and develop their pedagogy through the lesson observation cycle which is centred on continual improvement, developed through dialogue, observation and reflection
- Utilise a wide range of effective teaching methods with engaging activities and wise management of time and resources including ICT
- Provide stimulating and appropriate homework, set through Google Classroom
- Provide and adhering to our assessment framework as detailed in our Assessment, Recording and Reporting policy
- Where it is necessary and in line with TCAT Blended Learning Policy, deliver high quality remote learning
- Encourage students to develop a positive attitude to learning and show respect to each other and staff through good discipline and encouragement promoted by our Behaviour for Learning Policy and our Restorative Practice Ethos

Teachers will:

- produce a scheme of learning progress plan for each lesson that includes:
 - a clear definition of progress outcomes
 - assessments that inform progress and planning
 - personalised learning and should provide appropriate scaffolding to ensure 'teaching to the top' can take place.
 - context of learning in a larger scheme
 - stretch and challenge
- keep a record of progress outcomes (whole/group/individual) that inform future planning
- use available assessment data of student abilities and attainments as a starting point for teaching
- maintain consistently high expectations of all learners regardless of ability with respect to behaviour for learning and outcomes consistently following the consequences of the Behaviour for Learning Policy
- provide activities of sufficient variety and depth to allow for different levels of learning and rapid progress to take place
- differentiate by using various starting points and different tasks for different ability levels within a single teaching group
- anticipate and expect different outcomes, celebrating all successes using the whole school reward system
- acknowledge that all students will need varying lengths of time to complete activities
- group students in different ways for different collaborative tasks
- carefully plan realistic deadlines so that all students have a sense of achievement
- continuously assess teaching groups and give constructive feedback about their learning and their outcomes
- use assessments to set individual, group and class targets
- signpost quality marking and feedback according to the schedule outlined in the Marking and Feedback Policy

- use the Progress Planning format as evidence of appropriate learning outcomes for learners both in the discrete lesson and more importantly over time
- ensure that schemes of learning promote mastery learning where students must achieve a level of mastery in prerequisite knowledge and be able to demonstrate the successful application of learning, before moving forward to learn subsequent information.

Effective teaching methods

We aim to provide as much variety as possible in our teaching methods as we recognise our students have different learning styles.

Teaching methods may include:

- Investigation and problem solving
- Research using a variety of media
- Collaborative Learning including group and pair work
- Independent and whole-class work
- Extended writing activities to apply learning to unfamiliar context
- Question and answer including open questions
- Fieldwork and educational visits
- Links with outside agencies and guest speakers
- Creative and artistic work, lateral and divergent thinking
- Discussion, debate, role play and oral presentations
- Designing and making
- Participation in athletic or physical activity

Differentiation

We recognise that our students have different abilities and prior learning experiences. We employ differentiation in order that students may learn and progress within their own capabilities and be challenged and extended. Differentiation should be planned for and take account of the students' ability. Lessons should provide appropriate scaffolding to ensure 'teaching to the top' can take place.

Differentiation might be achieved:

- By task: students work in a variety of ways with their different strengths. Hence a range of tasks covering the breadth of abilities can be an effective way of differentiating.
- By resource: we have resources available to stretch the more able as well as to support the less able.
- By personalisation contained within quality marking and feedback that promotes a response
- By group: differentiation by group is a valuable way of introducing challenge by deliberately placing together students of similar or differing abilities
- By support: different needs of different students will mean that some students will need more support than others. Teachers respond to this need
- By setting in core subjects throughout the school

Homework and Independent Study

We believe our primary focus of teaching should be to foster independence which extends beyond the classroom environment. Independent study is learning that students do beyond the classroom that supports their achievement. It is an extension of our planned curriculum.

The objectives are to;

- Promote independent learning and develop student's learning skills
- Develop and extend students' learning, knowledge, understanding and application
- Encourage good learning habits to support achievement in all key stages and beyond
- Give parents/carers opportunities to support and share in their child's learning
- Contribute to raising levels of achievement and building better learners

Expectations

- Work to be set according to the schedule through Google Classroom
- Task completion to be monitored, with appropriate sanctions and parental contact
- Mark and assess tasks in the most appropriate way
- Dedicate class time to setting tasks and providing quality feedback (written or verbal)
- Record completion and assessment ensuring students are clear of the sanction for non-completion
- Allocate appropriate House points

Homework promotes independence, supports class learning, prepares for future learning, consolidates learning, develops subject specific skills, is personalised and can engage parents and families together.

The tables show how often homework is set in each subject, what form it will take and the types of task set. The time required for each task will vary but as a guide this will be approximately half an hour at KS3 and an hour at KS4.

For those without access to the internet, we have ICT facilities available in our Learning Resource Centre at both lunchtime and after school.

Key Stage 3 (Years 7 – 9)

Years 7/8/9 Homework		Form			Task			Type		
Frequency	Subject	Worksheet	Homework Booklet	Exercise book/Pad	Internet	Written/Drawn	Multiple choice	Research	Reading	Revision
Once every 4 hours	English		☒		☒	☒	☒	☒	☒	☒
	Languages	☒		☒		☒			☒	☒
	Maths	☒	☒	☒	☒	☒		☒		☒
	Science	☒		☒	☒	☒	☒	☒	☒	☒
	Art			☒	☒	☒		☒		
	History			☒	☒	☒		☒	☒	☒
	Geography	☒	☒	☒	☒	☒		☒		☒
	Drama			☒		☒				
	Food	☒		☒	☒	☒		☒		☒
	ICT				☒		☒	☒		
	Theology	☒				☒	☒		☒	☒
	Music			☒			☒			
	Technology	☒		☒	☒	☒	☒		☒	☒
Textiles	☒		☒	☒	☒	☒		☒	☒	

Key Stage 4 (Years 10 -11)

Years 10/11 Homework		Form			Task				Type		
Frequency	Subject	Worksheet	Homework Booklet	Exercise book/Pad	Internet	Written/Drawn	Multiple choice	GCSE Questions	Research	Reading	Revision
Once every 5 hours	English	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
	Languages	☒		☒		☒	☒	☒	☒	☒	☒
	Maths	☒	☒	☒	☒	☒				☒	☒
	Science	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
	Music		☒	☒	☒	☒		☒	☒	☒	☒
	Performing Arts		☒	☒	☒	☒		☒		☒	☒
	Drama		☒	☒	☒	☒		☒		☒	☒
	Textiles	☒			☒	☒		☒		☒	☒
	Technology/Engineering	☒		☒	☒	☒		☒		☒	☒
	Food	☒	☒		☒	☒		☒		☒	☒
	Geography	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
	History	☒		☒	☒	☒		☒	☒	☒	☒
	Computer Science	☒	☒		☒		☒	☒	☒	☒	☒
	GCSE ICT	☒	☒		☒		☒	☒	☒	☒	☒
	Business	☒	☒	☒	☒		☒	☒	☒	☒	☒
	Art	☒	☒	☒	☒	☒	☒	☒	☒	☒	
	Childcare	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
	Photography	☒	☒	☒	☒	☒	☒	☒	☒	☒	
	PE	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
	BTEC Sport	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒
ICT	☒			☒			☒		☒		
RE	☒		☒			☒			☒	☒	

Key Stage 5

Students will receive 4 'face to face' learning sessions for each course which will be supported by an Independent Study Lesson. The rationale is that Sixth Form students develop research skills, resilience and independence in their study techniques to ensure they are successful in their Level 3 studies but also prepares them for life beyond the Sixth Form.

It is expected that appropriate research, question or collaborative tasks will be undertaken during the Independent Study session and that where appropriate this activity is directly linked to the next taught session with feedback being given where appropriate (either verbal or written). Students are

able to study in one of the many study areas available to them though these sessions are generally indirectly supervised there are always adults on hand to support.

Homework at Key Stage 5

It is the expectation that students will do at least as much study for their Level 3 courses at home as in school. This should be evidenced in wider reading around the subject and also in the nature of activities set formerly for homework.