

The Academy of Central Bedfordshire

TEACHING & LEARNING POLICY



Last Review Date: February 2018

Next Review Date: February 2019

Approved by: _____ (Sign)

_____ (Print)

_____ (Date)

The purpose of this policy is to raise the quality of teaching and learning in order to move 100% of all lessons to good / outstanding, with 20% or more being outstanding. Teaching and learning is at the heart of The Academy of Central Bedfordshire and its purpose is made more explicit within the School Development Plan where it underpins all identified school priorities. The Academy of Central Bedfordshire believes that all students, whatever their ability, should receive high quality teaching and learning throughout the curriculum, so they can achieve their maximum potential. The methods used in teaching should be those considered by the teacher to be most appropriate for achieving the learning objectives and learning outcomes for the lesson. The participation of students, however, is essential if the teaching and learning process is to be successful and this requires the use of a range of teaching methods, styles, resources and strategies that will focus on learning as well as on teaching.

Aims

Inform staff of expected good practice and improve pedagogy of teaching and learning;

- Provide a framework for the planning of outstanding lessons;
- Share good practice and provide other references to support planning outstanding lessons;
- To move more staff from 'good to outstanding'.

Effective learning and teaching takes place when students:

- are interested and stimulated;
- are attentive and co-operate with teachers;
- build on what they already know and understand;
- actively engage in the lesson, having opportunities to assess evidence, make decisions, negotiate, listen, solve problems and think about what they are learning and how to improve their work;
- work both co-operatively and independently;
- take increasing responsibility for their own learning and progress towards independent learning;
- work in a variety of contexts;
- apply a previously learned skill to a new situation;
- practise the skills and techniques which they have learnt;
- evaluate their work;
- receive prompt feedback as a result of an effective system of regular assessment;
- are taught in an environment conducive to learning.
- work independently and without constant supervision from the teacher

Effective teaching takes place when it:

- is based on a secure knowledge and understanding of the subject;
- is based on planning linked to the scheme of learning and examination syllabuses;
- sets out objectives and assessment criteria which are clearly defined and shared with the students, informing them clearly about what they are doing, why they are doing it, how long they have to do it, and the way in which they can judge their work;
- builds on what students already understand and can do and on what they need to learn next;
- has a content appropriate to the age, ability and stage of development of the students;
- shows how knowledge and understanding can be extended and adapted to suit students who learn at different rates;
- draws on a range of contexts and resources to make the subject comprehensible to the student;
- employs a range of teaching styles which, over time, provide students with opportunities for:
 - investigation: using sources and collecting evidence
 - interpretation: drawing meaning from what is presented
 - analysis : differentiating between fact and hypothesis, finding patterns and relationships
 - evaluation: criticising, appraising and assessing
 - discussion: sharing ideas and suggestions
 - imaginative tasks: simulations, role play, drama, creative writing,
 - problem solving: deducing and reasoning, applying knowledge in new contexts,
 - reflection: considering meaning and value.
- is carried at an appropriate pace and challenge, and makes effective use of the time available;
- involves expectations which are high, but attainable, for the whole ability range;
- involves use of questioning to probe students' knowledge and understanding and to challenge their thinking;
- consolidates and refines knowledge through practice and repetition;
- involves activities that are purposeful in that students are encouraged to think about what they are doing, what they have learned from it and how to improve their work, and so, by planning and evaluating their activities, to take increasing responsibility for their own learning;
- involves assessment and discussion of work which is positive, clear and motivating;
- groups and organises students in such a way that the learning objectives are best achieved and the teacher interacts with students positively and economically;
- is carried out in an atmosphere of good relationships between teacher and students and between students, in a context of firm discipline which allows learning to take place;
- is carried out in a secure and attractive environment;
- fosters in students a positive attitude towards the subject and a desire to learn;

- uses targets based on students' previous achievement to identify present progress;
- provides students with support and guidance on revision;

Marking and feedback

Teaching staff are expected to mark students work regularly. The term 'regularly' may differ depending upon the demands of each subject area. It is expected, however, that students are given feedback about their learning and progress and given opportunities to respond to this feedback in a way that enables them to demonstrate learning has taken place. Where practicable, verbal feedback should be recorded but it is acknowledged that this is not always practicable. It is expected that staff avoid giving levels when marking but instead make reference to the learning descriptors linked with skill development. These are ***acquiring, developing, secure and exceeding***.

Opportunities should be sought to develop literacy and numeracy through marking and encouraging students to improve spelling in particular. Teaching staff should always have high expectations over the way pupils present their work.

Monitoring of Teaching and Learning.

The following notes provide detailed guidance at department level for the monitoring of teaching and learning. This document links with the current School Self-Evaluation document.

a) Curriculum Area Plans

The Curriculum Area handbook should contain a minimum of the following:

- Details of all syllabus titles, exam boards and codes for each examination course offered
- Schemes of Learning for each year group/subject
- Curriculum area policies (to include: rewards, sanctions, marking and assessment, differentiation, literacy and numeracy coverage, use of ICT, equal opportunities, gifted and talented, SMSC input)

b) Lesson Observations

A climate of mutual observation is fostered and all colleagues are encouraged to observe other teachers and share good practice as often as possible. Subject coordinators, as well as support staff and other experienced members of staff are often willing to be observed by less experienced staff and staff use observation and coaching methods as valuable INSET.

School Teachers' performance will be observed through frequent learning walks, work scrutinies and through line management meetings. Where the quality of teaching and learning is a cause for concern, more formal observations will be organised and an action plan for improvement implemented and reviewed.

Learning walks will be undertaken by the Head of School, Deputy Head of School, Assistant Head of School and members of the Extended Leadership Team. Peer observations are also recommended in order that staff can review and share good practice.

Learning walks will often be unannounced and will be focused on student learning/progress and to check that high standards of professional performance are established and maintained. The length and frequency of “learning walks” will vary depending on specific foci for each teacher/instructor.

Written and oral feedback will be given for all learning walks and work scrutinies and form part of the performance management process.

Teaching and Learning performance is summarised against the teaching standards and used as a benchmark for the on-going process of self-evaluation. A copy of all completed observation/learning walk sheets should be made and passed to the Deputy Head of School for filing. The teacher should obtain the original. Feedback is private and confidential and will only be shared in agreement with the member of staff for training purposes.

C) Standardisation

Where subjects are taught by more than one teacher, student work should be sampled every half term by the subject coordinator / senior leadership team. A sample from across all levels and year groups should be selected by the subject coordinator and reviewed collectively at a department meeting – agreeing standards in the following areas:

- Content – SoL followed in sufficient depth
- Presentation & quality of work
- Quality of marking & assessment (quality of A4L) / Feedback
- Challenge of work being set (taking into account baseline data alongside learning in class)
- Extent at which independent learning is being developed
- Literacy, numeracy & ICT / computer coverage
- Continuity & progression

A brief summary report should be produced and copied to the Line Manager after each sampling.

d) Subject Co-ordinator/teacher role

The Subject teacher/coordinator should regularly check that staff are following school procedures through discussion and inspection of key documents such as the teacher’s planner. This should include monitoring:

- Register taken each lesson
- Evidence of lesson planning following agreed SoL and in sufficient depth

- Evidence that work is being set/marked with formative comments - record of marks for classwork, assessments and tests
- Details of SEN information
- Prior attainment and target setting data
- Learning is to be tracked through regular in class assessment points (formally or informally) and used to help the child reflect upon learning and respond in preparation for planned external assessment points. It is not enough to just track outcomes without showing the learning journey.