Policy No: 42.   Teaching and Learning Policy

Coordinator	**Executive Operations Manager**
Review Frequency	**Annually**
Policy First Issued	**2014**
Last Reviewed	**Autumn Term 2017**
Date policy considered by External HR Consultant	**N/A**
Date policy considered by External Solicitor	**N/A**
Agreed by Governors and adopted on	**17th November 2017**
Does this policy need to be agreed by Governors? If yes, which committee	**Yes, Board of Governors**
Due for Review	**Autumn Term 2018**
This policy is communicated by the following means:	
Governors	**Governor consultation by email when policy reviewed and agreement**
Staff	**Policy folders on staff shared drive and in-house training**
Parents	**Academy website, Parent Evenings**
Students	**Academy website, assemblies, in lessons**

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Learning is a unique and personal process through which the individual is able to create knowledge, deepen understanding and so take responsibility for their development. (NCSL)

Introduction

Teaching and learning is central to the work of UTC@harbourside, it is our core function, and this extremely important document reminds us of the reason for our institutions existence and the criteria by which we are judged.

This document seeks to identify the clear direction for our work and to ensure all stakeholders are aware of what we wish to achieve.

It is a deliberately concise framework of entitlements so as to allow for creativity, risk-taking, personalisation and diversity, yet has significant underpinning elements that are non-negotiable and paramount in ensuring the success of our students.

The development of this policy is based upon our definition of best practice and demands that all members of our community strive for excellence in all they do.

Within this document we recognise best practice as *'the continuous improvement of student knowledge and understanding of all aspects of their personal STEM curriculum as well as their knowledge and understanding of their role and place in an ever-changing society and world.'*

This best practice;

- is evident when students are fully engaged in their learning and are making excellent progress towards demanding success criteria and achievement targets
- is facilitated through pace, challenge enthusiasm, collaboration and attention to each learner as individuals
- and takes place within a creative, purposeful, positive and safe environment

Aim

The aim of our teaching and learning policy is to create situations that facilitate our definition of best practice by

- establishing an agreed framework for the practice of teaching
- enabling staff to identify aspects of practice which they wish to develop and in which they would welcome support
- improving the quality of learning experiences offered to students through consistent challenge and accountability at all levels
- raising standards of attainment and gaining consistency across the whole school by implementation of simple yet effective policy

The **fundamentals** for best practice:

We recognise that best practice is based upon a set of fundamentals:

1. Success criteria are shared with students every lesson
2. Students are provided with regular quality feedback
3. Throughout the lesson and at the end of each lesson the learning is summarised
4. Students learning is supported by the use of appropriate questioning techniques
5. Students are empowered, encouraged and challenged to make a full contribution

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6. The context for learning is regularly reinforced
7. Students are provided with advice about what to do next to further their learning
8. Students are provided with regular opportunities to give feedback about their learning experiences
9. Feedback is used to modify and improve the learning process
10. Learning is enhanced by appropriate use of ICT

The **environment** for best practice:

We recognise that best practice takes place in an environment:

1. Which is safe and stimulating for learning
2. Where student's individual needs are taken into account
3. Where mutual trust and respect is encouraged among all students
4. Which encourages students to engage in their own learning

The **provision** for best practice:

We recognise that best practice takes place when students are provided with:

1. Learning opportunities which enable them to experience success
2. Learning opportunities which extend their understanding and competence
3. Learning appropriate to their level of understanding and competence
4. Learning resources which will engage and stimulate the learning process
5. Learning at a pace which maintains and stimulates interest

The learners' **responsibilities** for best practice:

We recognise that best practice occurs when students take responsibility for their learning by:

1. Responding appropriately to teacher instructions

2. Having respect for the rights of other learners

3. Accepting the opportunity to become actively engaged in their own learning

4. Providing feedback about their learning in a constructive manner

5. Working constructively with and supporting other learners

The **expectations** for best practice:

We recognise that best practice takes place when expectations are:

1. Explained and reinforced
2. Consistently applied and upheld
3. Applied with equity

The use of **differentiation** for best practice:

We recognise that students learn in different ways and that best practice demands planning for differentiation in a variety of forms:

1. By outcome

2. By task
3. By question
4. By developing resources to take account of all student needs
5. By the use of student groupings

The **celebration** of achievement for best practice:

We recognise that student best practice demands the celebration of student achievement:

1. By using the college reward system
2. By using departmental reward systems
3. By sending letters of commendation to parents/carers
4. By displaying students' work
5. By referring students to Key Stage Leaders or SLT to show good work

The **initiation of change** for best practice:

We recognise that best practice demands we challenge underachievement by initiating change through identification and targeting:
1. Identification:
   - Using relevant information to inform expectations and monitor progress
   - Sharing data with students
   - Addressing barriers to learning and specific learning needs (SEN and G&T)

2. Targeting:
   - Talking to students about their learning
   - Providing short and long term meaningful targets
   - Using appropriate intervention
   - Liaising amongst colleagues and with parents

The use of **ICT** for best practice:

We recognise ICT as a key resource underpinning best practice and as such students should expect to:
- Have appropriate access to ICT resources
- Have best use made of their ICT literacy
- Engage in learning through ICT opportunities
- Be directed towards appropriate resources available via ICT

How is best practice sustained?

We recognise that best practice is sustained through accountability. This demands reflective practice and an effective system for the monitoring and evaluation of Teaching and Learning.

Best practice accountabilities of the **classroom teacher:**

The classroom teacher is accountable for the progress of students in their classes and for self-evaluating their own professional development. This is achieved by;
- Self-evaluation of their subject knowledge and understanding of educational initiatives;

- self-evaluation of the quality and effectiveness of their own teaching and their classroom management
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally
- Self-evaluation of their contribution to the policies and aspirations of the school

Best practice accountabilities of the **tutor:**

The tutor is responsible for contributing to, and monitoring the progression and well-being of, individual students in their tutor group and for providing support and advice to those students.
This is achieved by.
- Monitoring academic progress and attitudes of individual students through academic tracking
- Encouraging and developing the ability of students to evaluate and take responsibility for their own learning
- Monitoring of behaviour, homework, use of journals, rewards and sanctions, uniform and attendance

Best practice accountabilities of the **Subject Leader:**

The Subject Leader is responsible for the effective learning and teaching of their subject, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

This is achieved by:
- Evaluating the learning and teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement
- Ensuring curriculum coverage, continuity and progress of all students
- Establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for improvement
- Analysing and interpreting data on student's performance against school expectations and other comparative data, setting expectations and targets and implementing intervention strategies when necessary.
- Monitoring students work by regular sampling of classwork, homework, students' responses and attitudes, in order to make a comparative evaluation of students work against other classes and year groups to ensure quality and consistency, and to implement intervention strategies
- Observing teachers and giving constructive feedback (using the coaching model)

Best practice accountabilities of the **Head of Key Stage:**

The Head of Key Stage is accountable for the monitoring and evaluation of the overall learning and teaching experience of groups and individuals in their year group.

This is achieved by:
- Monitoring the progress and potential of their key stage, and using student data to identify and set targets for specific students according to their needs
- Maintaining an overview of the learning and teaching experience of students in their key stage by monitoring, for example, number of time-outs and detentions
- Monitoring the work of tutors and the quality of registration sessions
- Monitoring attitudes to learning through attendance

Best practice accountabilities of the **SLT:**

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The SLT is accountable for setting priorities and targets for improvement with regard to teaching and learning at the whole school level based on evidence from extensive monitoring procedures.

Monitoring and evaluation takes place through 'walk-throughs', lesson observations, analysis of student achievement, and line management meetings.

How is best practice reviewed?

We recognise that best practice is most effectively reviewed through open dialogue. This takes place during annual curriculum area reviews and the annual teaching and learning review.

Curriculum area reviews:
A full review of each curriculum area takes place annually to:
- Monitor the effectiveness of leadership and management of the curriculum area
- Analyse performance data and setting targets for improvement
- Give support and arrange training for development
- Ensure quality of standards and verify judgements of middle leaders

Learning and teaching review:
A comprehensive review of learning and teaching takes place annually to:
- Identify and share good practice
- Evaluate the quality of learning and teaching in line with OFSTED criteria and set targets for improvement
- Track progress on learning and teaching issues identified in the College SEF
- Identify key aspects of learning and teaching for development
- Identify and support weaker teachers
- Standardise monitoring procedures