Holbrook Academy

TEACHING & LEARNING POLICY

Date Approved	Quality and Monitoring Committee	25th May 2021
	Governing Body	
Signed		
Minuted		
Date of Next Review		Summer Term 2022

This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.

Covid 19 Addendum Updated – 14th January 2021. Amendments include Expectations for Remote Learning and Rewards and Sanctions for Remote Learning.

Member of staff with responsibility for this policy.	R Lay
Governor with responsibility for this policy.	
Policy review date.	May 2022
What is the purpose of this policy?	The T&L policy outlines the Academy's approach to delivering and improving the best pedagogical practices.
What are its headline targets? (using quantitative and qualitative measures)	● Improve student outcomes with positive progress scores ● Improve behaviour for learning through good quality T&L ● Ensure teaching meets the needs of all students
How is this policy to be judged as successful?	Staff and students adhere to the practices outlined in the policy, as evidenced by: ➜ positive student outcomes ➜ PM cycles ➜ lesson drop ins ➜ progress and behaviour data drops

Contents

1.0 Teaching and Learning

The development of teaching and learning is key to raising standards and achievement for students of all abilities. The Academy strives to provide a rich and varied learning environment that allows all students to develop their skills and attributes to their full potential in a stimulating environment that sets the climate for learning. Holbrook Academy recognises that good or better quality teaching, with appropriate intervention for those students not making progress, enables all students to reach their potential.

At Holbrook Academy every aspect of our day should be about driving forward teaching and learning. Every member of staff, in lessons, form times, assemblies and extra-curricular activities will focus on working towards our aspirations:

- Towards creating active participators in learning;
- Towards creating independent learners;
- Towards creating resilient learners;
- Towards creating personalised learning;
- Towards high aspirations;
- To have a clear vision of behaviours and attitudes of students and staff to ensure maximum progress in every lesson.

Expectations for Learning

For each of these aspirations we will need to show students **our expectations**:

- **Active participators** – will begin each lesson with the correct equipment, seeking the starter activity and using their initiative such as independent reading, checking and correcting marked work;

- **Independence** – using initiative; taking responsibility for learning and acting on targets; completing home learning with vigour and commitment;

- **Resilience** – teachers will encourage, they will not accept the first response; they will use questioning to encourage students to develop a deeper understanding and to persevere;

- **Personalised Learning** - Students will know their targets, they will know their current grade and they will have very clear guidelines about how they can move forward and progress. Teachers will use data and knowledge of individuals to inform planning of lessons to suit the ability and learning styles of the students;

- **Aspirations** - can be developed through teacher interest, enthusiasm and knowledge; home learning will help develop these aspirations; teachers will encourage extra-curricular events/trips/clubs to develop high aspirations; students will begin to recognise that **high aspirations are for all and are to be proud of**; the academy will communicate with parents to encourage high aspirations for all our students;

- Staff and students will know and understand the clear **behaviours for learning** which are expected and that when these are not adhered to, consequences will occur in a fair, consistent and persistent manner. (See Academy Behaviour & Rewards Policy).

2.0   Objectives

- To ensure a consistently good or outstanding approach to teaching in classrooms;
- To enable effective learning to take place in every classroom (determined by assessment outcome)
- To ensure that the focus is on young people and their learning;
- To make explicit our beliefs about the characteristics of an effective learner;
- To support those who face barriers to learning;
- To enable all members of the academy community to be successful learners.

As a result, the Academy will benefit from:-

- Well organised and well planned curriculum areas encompassing varied learning experiences;
- A consistent approach to teaching and learning;
- Progress data that reveals all students have met their potential.

Student Expectations

Present their **work neatly**

Respond to **feedback effectively**, both written and verbal

Be **prepared for learning**, demonstrating resilience and determination

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Expectations for Teachers

1. Be in **the corridors before lessons** and guide students through the door calmly
2. **Use a seating plan** to promote a calm and productive learning environment
3. **Sanction poor behaviour** for learning consistently and **reward excellence**
4. **Demonstrate excellent subject and curriculum knowledge** by modelling sample answers
5. Know the **strengths and weaknesses** of each student and deliver lessons to suit their needs accordingly

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3.0   Development of Teaching and Learning

Sharing good practice is crucial to ensuring that ideas and strategies are communicated and disseminated across the school. The school acknowledges (formally through its CPD programme and informally on a day to day basis) the importance of pooling the wealth of expertise across the school. Best practice within the school is shared by:

- CPD in house programme
- PD Days
- Professional dialogue
- Being a member of PiXL
- Lesson drop-ins
- Team-teaching
- Weekly bulletin ideas through the Teaching and Learning update

4.0   Key Aims

Heads of Faculty aim to ensure:

- Consistent behaviour for learning strategies and provision of engaging activities to reduce off task behaviour;
- Different students have different needs, related to influences both within and beyond the classroom. Awareness of the needs of specific groups will enhance the provision for individuals;
- Embedded strategies to support literacy and numeracy across the curriculum;
- Effective use of target setting and progress data to inform planning;
- That all students have appropriately challenging learning opportunities;
- The use of marking to support independence by indicating next steps in learning – ensuring students not only know their targets but are clear about how to reach them;
- Accurate, regular and helpful assessment to enable students to make good progress (including assessment for learning within the lesson);
- The creation of opportunities to develop students' spiritual, moral, cultural and social development;
- Strategies to support and develop independent learning;
- The use of home learning to reinforce and extend learning.

5.0   Monitoring and Evaluation of Teaching and Learning

The quality of teaching and learning will be monitored through the annual cycle of evaluation with each faculty being monitored through the Ofsted framework. Evidence will be drawn from lesson observations, past results, student progress (tracking data), review of student work, teacher feedback and home learning tasks (work scrutiny) and student and parent feedback (where available).

As part of their continuing professional development, all teachers will receive at least one formal observation per calendar year. In line with the Academy's Performance Management Policy, teachers judged as requiring improvement will be placed on support plans which will be monitored by the Heads of Faculty.

6.0   Assessment for Learning (AFL) / Feedback

Students' work should be marked <u>once every three weeks (or twice a half term).</u> Work should be marked to identify where their strengths are, using praise and encouragement (what went well) and areas for development and improvement (even better if).

A teacher should only write in a pupil's book if it is going to impact on progress. All marking and feedback should:

- inform pupil progress
- have a positive impact on pupil outcomes
- be a good use of teachers' time
- be used to improve and not prove students' understanding

Tick and flick is pointless, unnecessary and a waste of both student and teacher time. Marking should only happen when the teacher is:

- pointing out a good attribute that a pupil must continue to use (WWW)

- pointing out a literacy error for correction (Check and correct)
- pointing out an area for development (EBI)
- Giving a link to the GCSE criteria (where appropriate)

Where verbal feedback is given teachers should only record the feedback if it will reinforce the implementation of the next step, not purely for the benefit of book looks.

Staff are expected to use a range of both formative and summative assessments as part of their teaching practice. This includes, but is not limited to:

- End of unit formal tests
- Self-assessment
- Peer-assessment
- Walking-talking mock exams
- Starters / plenaries
- Quizzes / multiple choice tests
- Mini-whiteboards
- Differentiated questions based on Bloom's Taxonomy
- Use of ICT based testing

7.0   First Wave SEN Teaching

It is expected that all teachers use First Wave teaching strategies to support SEN students in lessons, whilst liaising with Teaching Assistants in order to ensure that all students make expected progress. It is expected that teachers will:

- Present texts in a clear, uncluttered way and in a dyslexic friendly font
- Provide coloured paper where needed
- Give instructions in manageable 'bite-sized' chunks
- Provide and use writing-frames to aid organisation
- Break down subject vocabulary, using morphology (the parts that make up words) to aid understanding
- Encourage students to explain what they have to do in order to check understanding
- Ensure the level of challenge and difficulty is appropriate for the ability of students in the class

Addendum :   Teaching & Learning during School Closure due to Covid-19 (Remote Learning)

- Staff should be using *GO4SCHOOLS* and *Google Classroom* to set tasks for their classes. For GCSE students, staff should combine this with GCSEPOD as well. Departments that use other online learning portals (such as MyMaths) should also continue to utilise these platforms as well.

- Work set should be different from 'normal' homework tasks that are set. Tasks should, where possible, follow current schemes of work and be sequenced as they would be in school. Sequences are important as they provide students with a 'learning map'.

- Teachers should aim to avoid random tasks and activities that have no bearing to the curriculum students follow in school.

- Tasks set should be easy to follow for both students and parents/carers. They must have clear instructions and explanations and must be fully resourced so that students and parents/carers can access them.

- Work set should be suited to the needs and abilities of the learners in each group.

- Video lessons must be used in accordance with normal safeguarding procedures. Ideally, lessons using video will be 'voice only' and are one-way between teachers to students. There is no expectation for staff to use this method of remote teaching.

Expectations for Remote Learning

Students: When working remotely and accessing live learning, students should adhere to the following:

Remote Learning in General
- All communication to subject teachers should be via Google classroom either through the private message function attached to the assignment or via the stream.
- Work should not be submitted via staff email or with the share function within Google Suite.
- Students should be announcing their attendance to each timetabled lesson via the stream function on Google classrooms.

Accessing Live Lessons
- Cameras and audio must be switched off.
- Communication must only come through the text chat function.
- Text chat should only be used to ask questions or feedback an answer to a question.
- Text chat should **not** be used for anything other than the above. Abuse of the text chat function through distracting messages or inappropriate comments will result in removal from the live lesson.

Staff: When working remotely and delivering live learning, teachers should adhere to the following:

Remote Learning in General
- Only communicate with students via Google classrooms either through the private message function attached to the assignment or via the stream.
- Only accept work that has been submitted via Google classrooms and not via email or the share function within Google Suite.

Delivering Live Lessons
- Ensure consent of all students to be recorded within the live lesson.
- Outline the expectations for behaviour within online lessons as outlined above.
- Issue rewards and sanctions following the original behaviour policy.
- Ensure there is another member of staff in the online lesson to monitor text chat and the lesson as a whole.
- Remove any student that cannot follow the requirements for remote learning as outlined above.

Rewards & Sanctions for Remote Learning

Rewards

Rewards will be issued as outlined in the behaviour policy. However, students will also be rewarded for the following:

- Registering their attendance each lesson for remote learning
- For 'turning in' completed work for each remote learning lesson. These will reflect the quality of the work submitted.

Sanctions

Sanctions will be issued for not adhering to remote learning expectations and will be recorded on Go4Schools and relevant contact home will be made. If students do not meet the expected behaviour for live lessons they will be removed from the Google meet.