



TEACHING AND LEARNING POLICY

Approved: February 2020
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As a Church of England Academy we are inclusive of all regardless of creed, colour race, gender, sexual orientation or ability. We hope to transform the lives of our pupils and students and our wider community by putting our core values of love, integrity, generosity, hope and tolerance (LIGHT) into action. As such, all should feel welcome and respected. Schools are, in part, measured by academic success. Pupils and students know this. We must help and enable each pupil and student to succeed to the best of their ability by providing high quality lessons and an appropriate curriculum for our pupils and students.

Introduction

This policy underpins the Academy's approach to improving the learning of all of our students and is deliberately focused on the needs of students. The policy will be reviewed and where necessary revised each year to incorporate best current practice and the changing needs of our pupils and students as the Academy develops. The intention is that at least 85% of each teacher's lessons should be judged good or better.

Key learning principles

- We believe that each pupil and student is made in the image of God and is unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect.
- Our Academy is a place where everyone should be able to flourish in a loving and welcoming community.
- Every pupil / student has the right to be successful and to achieve to the absolute maximum of their potential
- Delivery of a successful curriculum requires teachers to know and understand the potential of each student they teach
- The relative quality of Teaching can only be assessed by evaluating the learning of pupils / students
- Each pupil / student must know what to do and how to do it in order to improve
- Every lesson must constitute a learning opportunity for each pupil / student in a group
- consistency of experience is fundamental to good progress

Learning and Teaching – First Principles

- Pupils and students should be taught how to learn and how to reflect on their learning
- Learning objectives must be shared and reviewed
- Clearly structured lessons promote learning
- Formative assessment is a constantly evolving dialogue that recognises and celebrates positive progress and that refocuses efforts on the necessary next steps in learning.
- Teachers must create and maintain a purposeful learning environment
- All achievement must be recognised and rewarded
- Underachievement must be challenged, not processed
- Positive encouragement to aspire to exceed expectations must be the norm in Teacher- Pupil /Student interactions

Learning and Teaching

Learning and teaching are interconnected. It is important that we teach students how to “learn to learn” in order to become independent learners and develop skills for life-long learning.

LEARNING TO LEARN

It must be made explicit to pupils / students what they need to do to be successful in their learning. This could include:

- discussions with pupils / students about their learning
- explanation (by teacher, between students, by students to whole group)
- scaffolding (writing frames, sentence starters)
- modelling (sharing pupils' / students' work, working through examples, guided writing, sharing planning and demonstrations)
- developing effective study skills (e.g. revision techniques, recording notes, summarising)
- formative feedback and target setting on how to improve

Planning

Good planning – both of individual lessons and of longer term Schemes of Learning – is the single most important ingredient of successful learning.

Planning will take account of different variables – progress, structure, management, assessment, activities, learning styles, outcomes, homework etc – and is an activity of often underestimated sophistication. This policy is designed to ensure that all lessons operate with a clearly defined 'Academy style' and that consistency is achieved in delivery of curriculum content to all learners.

An Academy Lesson Plan will accompany this policy, which will seek to establish that consistency of practice throughout all curriculum zones in the Academy.

Lesson Stage	Rationale
ENGAGE	The initial 'hook' Starter & Settler – but used as a 'way in' to the objective and planned learning
EXPLORE & SHARE	<ul style="list-style-type: none">• Explore the theme of the lesson• Make the learning objectives explicit• Agree the learning outcomes – share these with learners• Share the Learning pathway – how will the lesson evolve?• Discuss with the learners how they will meet the outcomes
CHALLENGE	<ul style="list-style-type: none">• Planned differentiated activities• Minute by minute assessment opportunities identified• Progress towards a clearly identified learning objective• Movement towards an outcome – in interim form if necessary
APPLY	<ul style="list-style-type: none">• Opportunity to apply what they have learnt and demonstrate new understanding• How will you measure progress at this stage (formally / informally)?
REVIEW / Plenary	<ul style="list-style-type: none">• the most important stage of the cycle• Measure progress towards objective• How will the information from the Review stage inform your planning for the next lesson?• How will you record the progress made?• Have you given praise and celebrated progress of individuals?• Equally, how will you ensure you revisit areas where individuals struggled?

Without review, information is lost almost immediately.

Remember that often HOW something has been learnt is every bit as important as WHAT has been learnt. Encourage students to think about HOW they learned! Encourage reflection!!!!

PLAN - PLAN FOR PROGRESS

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows students to engage with the process of learning.

i. Teachers must make the learning objectives explicit to all students. This will usually happen at the beginning of the lesson but could happen at other stages in the lesson. Learning objectives must be displayed in every lesson, either:

- written or projected onto the board
- printed on handouts

They may be written by students in their books if this is helpful to the lesson [and can be done in two minutes].

ii. Learning objectives must be phrased in language that focuses on what students will know, understand or be able to do as a result of their learning. It is good practice for the words “I can” to open every objective.

iii. Learning objectives should be differentiated and include outcomes for all, most and some.

iv. The learning objectives must be revisited throughout and at the end of the lesson. This can be done in a variety of ways:

- Pupils / students review their learning against the lesson objectives
- teacher questions with differentiation by ability
- Pupils / students record 2 key points (individually or in pairs)
- teacher recaps
- Plenary formative assessment

PLAN - STRUCTURED LESSONS

Clearly structured lessons promote learning.

Teachers must ensure that transition between phases of a lesson, activities and tasks are clearly signposted to pupils / students and effectively managed to maintain pace and ensure effective use of time.

Start

Lessons must have a clear start. A starter activity enables pupils / students to focus on the particular curriculum features of a lesson.

“It’s good having a starter. It tells you – ‘It’s maths’.” (Year 8 student to HMI)

Engagement – for pupils / students to learn, they must ‘engage’ with the lesson and its objective(s). Engagement can be measured by the responses of pupils / students to questions, by their time on task and by the progress that they make. A good starter activity directs pupils / students’ natural desire to learn to the particular features of that subject and lesson.

Settling – some students arrive at lessons in a frame of mind or emotional state that presents a barrier to effective learning. In some lessons, pupils / students come from a variety of other rooms and arrive late. In either of these circumstances the starter could include a short task or tasks that help pupils / students to settle into their learning. Any ‘settling activity’ within the starter should link clearly to the lesson objectives and not merely aim to keep pupils / students busy.

Timing of Setting Homework

The setting of homework should take place during the lesson and should be an integral part of it. Setting homework at the end of the lesson discriminates against students with learning difficulties. All homework should be logged on Edulink and the setting and completion dates of the homework needs to be recorded.

[Further guidance can be found within the Homework Policy.]

Main Learning Activity

In an hour lesson, significant time must be given to a learning activity that moves on every pupil / student at an appropriate pace. This could be more than one activity and should be more than one task.

Learning should be reviewed at stages during the main activity.

The main activity must build on pupils' / students' prior attainment as well as link to the lesson objective(s). It will therefore be adapted to meet the needs of each group.

The Schemes of Learning Template requires possible activities and tasks to be identified but these should be modified every time they are delivered to different groups.

Closing Plenary

Lessons must end with a plenary review of learning objectives. The closing plenary may include quick fire questioning, pupil/student explanations of what they have learnt, recap of learning points, a 'take home message' and a preview of the next lesson.

DELIVER – VARIED AND PURPOSEFUL ACTIVITIES

Activities should be varied, purposeful and appropriate to meet the needs of all students

Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive.

- i. A range of teacher-led and pupil / student-centred activities should be used
- ii. Teachers must use a range of teaching strategies to take account of the learning needs of all pupils / students
- iii. Teachers must be actively engaged with the learners at all times during the lesson
- iv. Pupils / Students must have the opportunity to work in a variety of ways, such as individually, in pairs, small groups, whole class situations
- v. Differentiation is a powerful tool for pupil / student learning in the classroom and at home. This will take many forms and can include:
 - differentiation by task
 - differentiation by questioning
 - developing and adapting resources to both support and extend pupils / students taking into account all their needs
 - differentiation by outcome
 - the use of pupil / student groupings

MANAGE – ENVIRONMENT

Teachers must ensure a purposeful learning environment is maintained.

The way in which teachers manage the classroom will have a significant effect on students' learning and behaviour. Pupils / Students learn and progress in a structured and stimulating environment.

- Teachers must ensure that classrooms are left clean and tidy. If furniture is moved, it should be returned to its original position. Graffiti and other damage will not be tolerated and must be reported to the front office immediately and appropriate sanctions used.
- Teachers are responsible for managing stimulating displays which should be changed regularly.

MANAGE – CLASSROOM ORGANISATION

- Lessons must begin promptly. The teacher should greet pupils / students at the door.
[If pupils / students arrive late because of previous lessons, teachers should enable early arrivals to engage promptly with the starter.]
- The seating of pupils / students is very important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning. Teachers must have a seating plan for every class.
- Pupils / Students are expected to bring appropriate equipment to each lesson. Teachers will provide pens and pencils for pupils / students who have not brought essential equipment and the failure to arrive properly equipped will be logged in the sanctions system to be addressed by the appropriate teacher.
- Teachers should require routines that promote learning. Good practice is to require pupils / students to place pen and pencil on the desk at the start of the lesson.
- Punctuality and regular attendance are essential for staff, pupils and students: an electronic register must be taken for every lesson. In the event of computer problems, a paper register must be sent to Student Office as soon as possible.
[Further guidance can be found within the Attendance and Punctuality Policy.]
- Lessons must last the full duration and students must **not** be dismissed early.
- Dismissal at the end of the lesson must be controlled and prompt – the punctual and orderly end of one lesson enables the prompt start of the next. Whilst certain routines, such as standing quietly behind the desk, are good practice, the

nature of the controlled dismissal will depend on the environment and the lesson activities.

MANAGE – POSITIVE LANGUAGE

The ways in which staff communicate with the pupils / students they teach, and with each other, can be a powerful influence on pupil / student behaviour and attendance.

- Staff will use language that is positive, genuine and specific
- Staff will praise pupils / students for effort, achievement and good behaviour
- Staff will aim to use the ratio of 5:1 positive interactions in each lesson
- Staff will model calm behaviour using calm and reflective language
- Staff will use polite language to model the tone of responses expected.
- Staff will use language in a way that builds relationships and raises pupils'/students' self esteem

MANAGE – BUILDING RELATIONSHIPS

Good relationships have a critical impact on learning, behaviour and attendance.

Staff will actively build relationships during their lesson. This can be done in a number of ways:

- Welcoming pupils / students to the class
- Using students' first names
- Getting to know the pupils / students, over time speaking to each pupil / student individually
- Having high expectations and high standards
- Following the school systems giving choices
- Being consistent and fair
- Modelling good behaviour
- Giving praise and positive feedback
- Demonstrating respect
- Starting each day afresh

MANAGE – REWARDS AND SANCTIONS

Teachers should be consistent in giving praise and rewards to motivate and incentivise pupils and students to have high aspirations, high expectations and high standards.

Teachers will be consistent in following the school sanctions system to promote good learning in the classroom.

REVIEW OF SECONDARY CURRICULUM 2017

The John Wallis Church of England Academy has adopted a five-year programme of assessment. This covers Year 7 to Year 11. We no longer refer to classes as being in Key Stage 3 or Key Stage 4. Instead, we look at the curriculum as a five-year programme that encourages greater co-ordination of work across the year groups and enables the teacher to more readily track student progress over those years.