Teaching and Learning Policy

'Together we are stronger'

CONTENTS

1.0　Roles and Responsibilities

1.1　The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the **Vice Principal.**

1.2　Every member of the academy: Governors, staff, students and parents/carers have a responsibility to promote and support high-quality learning and teaching.

2.0　Suggested Audience

All teaching and support staff. As part of their academy induction or professional development, all academy teaching and support staff will participate in training which enables each person to competently use the principles and procedures outlined in this policy.

3.0　Related Policies

3.1　This policy fully complies with the Equality Act 2010 and is part of a suite of academy policies which should also be referred to:

- Equal opportunities for students
- Assessment and reporting arrangements
- Inclusion Policy

4.0　Academy Mission Statement

'Together we are stronger'

5.0　Introduction

5.1　Delta Academies Trust (DAT) is the sponsor for this academy and DAT will use its resources and expertise to support and enrich learning for every student in this academy. DAT will work closely with its external partners, the Church of England Diocese of Sheffield and Doncaster Metropolitan Borough Council (DMBC) to seek their support to improve the quality of learning and teaching.

5.2　This paper will provide guidance to staff and students around the core activities of the academy: teaching and learning. Further work on this important area will take place on an on-going basis, reflecting the best practices of the sponsor, DAT, emerging best practice and the work of the predecessor school.

5.3　Learning and teaching are closely linked; high-quality learning most readily takes place as a result of high-quality teaching. The academy has the highest aspirations for high-quality teaching and learning and it will implement a series of measures to promote this aspiration.

6.0 Aims

This policy will:

- Help to ensure that high-quality learning and teaching are an integral part of academy life, raising students' aspirations, enjoyment of learning and, attainment
- Help all students to become confident, motivated learners, who see the value of education to improve their quality of life and, support for others
- Help students to build strong and positive relationships with other people within the academy and throughout their lives
- Help to provide clear guidance to staff on an agreed range of practice which will promote high-quality learning and teaching

7.0 Effective Learning

7.1   High-quality, effective learning is the desired outcome of all academy teaching and through its wider activities, such as mentoring, assemblies and through the use of ICT. Lessons will reflect that different students learn in different ways. The academy will ensure that all staff are clear about the key characteristics of effective learning. Through a carefully-planned programme of Quality Assurance and Continuous Professional Development, working with the support and expertise of DAT, the academy will maintain a 'relentless focus' on improving learning, teaching and students' aspirations and attainment. Effective learning can be defined in terms of four student outcomes:

7.2   **Motivated Students:**

- Enjoy learning, both in class and while enthusiastically participating in work at home, or in other off-site venues
- Care about the presentation of their work, constantly seeking to do better
- Take an active interest in what they learn and in wider academy life, seeking to positively influence all areas.
- Are keen to improve their skills and competences, within their chosen subjects and more widely, their Personal, Learning and Thinking skills, their interpersonal, spiritual and entrepreneurial skills
- Are determined to perform at the highest level in examinations, assessments and wider competitions, such as debates or sport

7.3   **Responsible Students:**

- Take ownership of their learning
- Listen attentively to staff
- Concentrate on tasks set
- Become in time, independent learners
- Set high personal standard in all elements of academy life
- Help others around them: students and staff
- Become confident in their own abilities and personal worth
- Increasingly take the initiative and become creative thinkers and workers

7.4 **Highly-skilled Students:**

- Quickly adapt to different styles of teaching, learning and academy experiences, taking full advantage of these diverse environments
- Appreciate the challenges set and respond enthusiastically to meet them
- Are resourceful and creative learners
- Are resilient and persevere with challenging tasks
- Meet deadlines
- Effectively communicate when they need help

7.5 **Students who are life-long learners:**

- See the importance of learning to attain their longer-term goals
- Enjoy the challenge of learning throughout their lives
- Have high aspirations and constantly seek to improve in all areas

8.0 Effective Teaching

8.1 The academy will provide a rich and varied programme of learning that enables all students to develop their skills and abilities as fully as possible. To support effective learning, academy staff will demonstrate the following skills, competences and professional duties:

8.2 **Careful Preparation for every lesson**

- Every lesson will be carefully considered and planned. Planning is one of the major tools in ensuring the success of every lesson
- Will set clear learning objectives
- Will build on students' prior attainment, knowledge and skills
- Will have appropriate subject-related vocabulary
- Will have personalised and differentiated activities
- Will use Assessment for Learning (AfL) as an integral element of their professional practice
- Will identify and order a range of resources
- Will set extension work, homework or project-work, working within the academy's defined framework
- Will be carefully structured and 'costed' in terms of time

8.3 **Purposeful Lessons**

- Lessons will follow a consistent format, based on DAT or the Academy's guidelines, reflecting too that different subjects may adopt innovative approaches
- Aims and objectives will be explained at the start of each lesson
- The Academy's Christian ethos will affect every lesson

8.4 **Engaging Learning**

- Will be varied, stimulating and challenging, recognising that students have different learning styles (Visual, Auditory, Kinesthetic)

- Will pose problems, which will require increasing thought and determination to solve
- Will involve collaborative working, as well as individual work
- Will make links to other lessons, subjects and whole-academy themes
- Will provide opportunities to think, explore, investigate and research
- Will be enjoyable

8.5 Robust Assessment

- Students' prior attainment, knowledge and skills development will be carefully considered, to ensure all lessons are challenging, well-paced and motivating
- Assessment for Learning (AfL) will be used in every lesson
- On a half-termly basis, processes in Assessing Pupils' Performance (APP) will be used
- Homework will be marked using the guidelines in the academy's Extended Learning policy.
- Students will be supported and encouraged to critically assess their own work, and in time, peer assess other students' work
- ICT will be a key element in all assessment, and staff will be provided with the confidence, skills and resources to make full use of ICT

8.6 Excellent Relationships

- Staff will show an enthusiasm for their subject and learning
- Students will be warmly welcomed into each lesson
- Staff will show a care, concern and interest for every student
- Staff will be fully aware of the academy's policies around Equal Opportunities and Inclusion and will use these guidelines in every lesson

8.7 Orderly Environment

- Lessons will start on time and finish in a calm and orderly manner
- Staff will have high expectations for students' attitude, behaviour and quality of work
- Resources will be carefully organised to maximise effective learning
- The academy's behaviour policy will be consistently applied, so students are clear and comfortable about the high expectations regarding behaviour

8.8 Personalised Learning

- Lessons will reflect students' interests and wider aspirations
- Students' prior knowledge, understanding, skills development and attainment will play an important part in planning each lesson
- Within any lesson, where appropriate, options will be provided, which gives students choice in their learning
- Support staff and DAT's team of Subject Directors will be used to provide additional support and challenge
- Those students who need either additional support or additional challenge will be provided with this, to ensure that at all times they are engaged in purposeful and enjoyable work

8.9   Extended Learning

- While formal time-tabled learning provides the majority of learning opportunities for students, there are other activities which provide equally formative opportunities: Collective worship and assemblies, work in House and Tutor groups, mentoring, activities at break
- The academy will provide a programme of activities which will take place predominantly after school, to extend students' social, cultural, sporting and educational experiences
- Before the start of each formal academy day , the academy building will be open to enable students to participate in a good value, nutritious breakfast (free for those students on Free School Meals) and be able to work in defined areas of the building, for example, the Learning Resource Centre, with the support of dedicated academy staff.

9.0   Quality Assurance

9.1   The academy has an approved policy on Quality Assurance systems, which provide greater detail. It is useful to highlight the key elements which will support and promote high quality teaching and learning. Quality Assurance systems will apply to six key areas of academy life:

- Quality of teaching and learning
- Assessment
- Learning outcomes: attainment and achievement
- Wider support for students
- Support services
- Continuous professional development of staff

9.2   Every member of staff has an obligation to improve their 'quality of service' in every element of academy life. The greatest emphasis is placed on those staff who work with students to support and extend their learning. Academy leaders at every level will work with teaching and support staff to constantly assess and where possible, improve professional practice leading to high-quality learning. Senior leaders will be assigned to departments to provide friendly and constructive challenge and support. Subject leaders will regularly assess the quality of teaching and learning within their departments and invite departmental colleague to either team teach with them, or observe their teaching. The Principal will consider 'pairing-up' departments, so that departmental members may learn from each other. Finally, academy staff are conscious that students' aspirations, needs and expectations are constantly changing, so too, will the personalised 'offer' made to each student

10.0 DAT Support

Quality assurance is at the heart of the sponsor's school improvement focus. The sponsor will use a range of approaches, detailed more fully in the academy's approved Quality Assurance systems policy to support the academy:

- **Delta Academies Trust (DAT) Advisory Board**. This board is comprised of DAT directors. This group reviews and, where necessary challenges each academy on their targets and overall progress

- **DAT Core Team**. This group of highly experienced professionals provides expert challenge, support and guidance to DAT academies in order to improve the quality of teaching and learning, and for example, ICT, financial and HR support
- **DAT Subject Directors**. This team will regularly work with specific Subject Leaders to direct and support those colleagues in order to improve the quality of teaching and learning.

11.0 Continuing Professional Development

11.1 Through a range of approaches, the sponsor, DAT, external partners, the Diocese of Sheffield and Doncaster Council, with the support and advice of the Principal will help to ensure that academy staff continuously improve their professional understanding, skills and competencies.

11.2 The academy will seek to assign resources on an annual basis which provides realistic opportunities to support staff and the Academy Development Plan will contain provision each year for staff development.

11.3 As a general rule, professional development will be closely linked to support the annual targets of the academy. Individual staff needs will be defined as part of professional development and Performance Management meetings, for which clearly defined times will be allocated.

11.4 The sponsor and academy will seek to make most efficient use of its limited resources, so will seek to use DAT resources and resources from within the academy. The academy has outstanding practitioners who it will use to promote the skills-development of other colleagues.

12.0 Monitoring and Review

The Vice Principal will work closely with the designated Assistant Principals and other staff to ensure the implementation and full development of this policy and provision.

13.0 Approval by EAB and Review Date

13.1 Aware of its responsibilities in this important area, the Local Education Advisory Body approves the implementation of these systems and fully supports the Principal and his staff in this area.

13.2 These guidelines will be reviewed on every two years by the Vice Principal and a summary report will be produced, outlining any changes and progress made.

Policy Approved:

Chair of EAB

Date: 12/12/2016
Review Date: 12/12/2018