



LEARNING AND TEACHING POLICY

SLT Responsible Person: Ms P Martin

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Date to be reviewed: November 2021

Approved by: Senior Leadership Team – 26 November 2020

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To be read in conjunction with:

Lesson Observation Form (Appendix 1)

Lesson Reflection Form (Appendix 2)

SPCMAT CPD Policy

Homework Policy

Aim

To enable all learners in our College community to achieve their very best academically and personally through high quality teaching and learning. All students have special skills, abilities and aptitudes, and are entitled to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of learning and teaching methods, which enables them to achieve their full potential.

All staff have a responsibility, collectively and individually, to contribute to the delivery of the curriculum. In addition, they have individual responsibility to strive to deliver lessons where the learning and teaching is of the highest quality, and the learning needs of all students are met.

Purpose of the policy

This College will:

- Ensure high quality learning and teaching experiences for students of all abilities and aptitudes.
- Provide a framework for learning and teaching within which there is flexibility and scope for creativity.
- Provide coherence of approach and consistency of expectation.
- Raise attainment by increasing levels of students' motivation, participation and independence.
- Promote reflection on, and sharing of, good practice.
- Promote an understanding of how learning takes place.
- Make explicit a baseline for coaching, developing and evaluating the teaching and learning that takes place.
- Provide practical guidance

Interacting with Student Data

All teachers should have an up-to-date data plan for every class they teach – (Your class seating plan).

Data can be coded, but should reference SEND, Disadvantaged and MABLE.

When planning lessons, colleagues should be aware of SEN/EAL status, Reading Age, Disadvantaged, MABLE and current level/grade.

Routines for All Lessons

Starting Lessons

Entry Routines

Teacher welcomes class at the door; they go straight in quietly, sit down and get their books and equipment out ready to learn, engaging with any written instructions provided.

Teacher uses signal for attention and addresses class with full attention, setting expectations for introductory activities.

Once students are working. Registers should be taken close to the very beginning of the lesson (within 10mins).

If students arrive before the teacher, they wait quietly, lining up against the wall, if possible.

Behaviour for Learning

Colleagues should consistently apply the College Behaviour Policy (RTL).

Showing Excellence and Positive Affirmation

At least five minutes in every lesson should be devoted to showcasing examples of excellent work or attitudes to learning, highlighting the reasons.

As a general rule one ATL of 5 and five ATLs of 4 should be given every lesson.

Ending Lessons

Exit Routines

Students stand behind their chairs with all equipment packed away.

Teacher dismisses them from the door, table by table, calmly into the corridor on the bell.

Common Pedagogical Elements

The College encourages the use of evidence-based practice, as indicated by the EEF toolkit and the College Expert Teaching Model.

Challenge

Expectation should be high for each student, with appropriate support to help them achieve this.

Explanation

The explanation should:

- Focus on key learning points.
- Generate curiosity.
- Be clear and concise.

Modelling and Practice

Where new ideas or new skills are being introduced, teachers should always model the work expected from students. This could be through worked examples, student exemplars or demonstrations.

Students must have time to practice skills repeatedly.

Structured, targeted questioning

Questioning should include all students, with answers selected by the teacher in a deliberate, planned manner. Questioning should be probing and targeted to specific students, where appropriate. Students should not have the option to opt out or to dominate.

Responding to Feedback

Feedback will take many forms – verbal comments, written comments, peer and self-assessment. There should be evidence that feedback leads to students' work improving in response.

Agreed departmental policies should be followed.

Students and teachers should all be clear about where and when feedback will be given, and which work should have DIT, be redrafted, improved or corrected.

Features of Good Speech

Students should be required to adhere to standard good speech and communicate appropriately for the audience, setting and purpose.

Homework

Homework should be set in line with the homework policy.

Roles and Responsibilities

Governors

- To ensure the effective and rigorous implementation and monitoring of the policy.

SLT

- To provide appropriate support, training and resources for Faculties and individuals.
- To monitor and evaluate the delivery and impact of the policy.
- To modify and update the policy in the light of ongoing developments and the changing needs of the College.

Heads of Faculty

- To be responsible for the co-ordination of their curriculum area.
- To monitor and evaluate consistent delivery of the policy at team level.
- To provide appropriate support to team members through training materials or coaching.

Teaching staff

- To implement this policy by ensuring a consistent delivery of high quality learning experiences.
- To be responsible for short-term planning, in conjunction with Subject/Faculty teams.

All staff

- To be aware of the principles of the policy and how they can contribute to it.

Students

- To work positively within lessons to enable staff to implement the policy effectively.
- To extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework



LESSON OBSERVATION FORM

Teacher		Subject		Date	
Observed by		Year/Group		Period/Timing	
Context of Obs					

NB. You will not see each of these features in every lesson or episode

Challenge and Excellence Clear and high expectations, respect, positive climate for learning, positive environment, Are students challenged? Do students know what excellence looks like?	
Explanation Subject knowledge, enthusiasm, Clear teacher led instruction. Are core ideas communicated – linked to prior knowledge? Are examples shared? Are misconceptions addressed?	
Modelling Does the teacher model a process? Are students given model answers as exemplars? Is excellent work shared?	
Practice Are students given opportunities to practice what they have been taught? Are there opportunities to verbalise their ideas first? Are students encouraged to self-assess and reflect on their work?	
Questioning Is it used to check for understanding? Does it deepen and develop understanding? Does it encourage tier 3 vocabulary?	
Feedback and DIT Are students given feedback that allows them to make progress? This can be written, oral, whole class or individual.	



Scaffolding Are students supported to meet the challenge? Are sentence starters, writing frames provided? Are students given word banks? Are students provided with a task checklist?		
Learning Passport Is the teacher aware of and using SEND students' learning passports? Are they employing appropriate strategies for their students?		
Low stakes quizzing/Memory techniques Are teachers using low stakes quizzes? Are they helping students to boost their knowledge e.g. spaced learning etc?		
Vocabulary/literacy Are students encouraged to use technical and academic language? Is literacy developed through modelling, questioning etc in the lesson? Do students have key words?		
Evidence of other College priorities (if seen) <i>Promoting British values, careers etc.</i>		
Areas of strength		
Areas for development		
Focus of Next observation or CPD to undertake/lead		
Signed Observer		Date:
Signed Teacher		Date:
Copy on perspective and DHT		



LESSON REFLECTION FORM

My personal targets: <i>(link to appraisal, ALS etc)</i>		
Challenge: WWW?	Questioning: WWW?	Feedback: WWW?
EBI?	EBI?	EBI?
Outcomes: <i>In which ways did I achieve what I was hoping for?</i> <i>Were there any unintended outcomes?</i> <i>What stopped it being even more effective?</i>		
Learning: <i>What overall impact has this lesson had on students' learning and how do I know?</i> <i>What action might I consider taking next to continue to improve in this area?</i>		
Development points: <i>What goal/target would I set myself?</i>	CPD action to support this: (Learning Workshop, Observing colleagues, ALS etc)	
Any other comments:		