



Learning and Teaching Policy

To be read in conjunction with the College's policies on Learning Observations and CPD and Homework.

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 DSEN, Disadvantaged, MABLE and current level/grade.

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.

CV points should be issued 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 practise 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.