Teaching and Learning Policy

Policy Control Table	
Policy Title:	Teaching and Learning Policy
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Version	Date	Author	Note of revisions
V1	21/10/2014		
V2	05/12/2016	KFa	
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V4	19/04/2021		No amendments

	Winifred Holtby Academy	
	Teaching and Learning Policy	

<h2 style="text-align:center">Achievement   Aspiration   Respect</h2>

Statement of Intent

At Winifred Holtby Academy we believe that learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to become successful adults. Effective teaching and learning is central to our work as educators and it stems from the academy's aims, ethos and vision. We expect all of our staff to deliver high quality, stimulating and dynamic lessons, where all students are supported and challenged to make good progress in their learning.

Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them how to learn.

Aims:
- To provide a personalised learning experience for every child that takes full account of their individual needs, interests and aspirations.
- To ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in the academy and beyond.
- To make links with the learning that students do outside the classroom.
- To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate students and staff.
- To identify and share good practice in teaching and learning across all curriculum areas.
- To provide direction for teaching and learning and establish clear criteria for best practice and consistency.
- To raise levels of achievement and attainment.

Principles of policy
Teachers will:

• support and challenge students to achieve their best
• provide high quality, dynamic and stimulating lessons
• provide high levels of interaction for all students
• provide regular and meaningful home learning that involves parents/ carers.
• provide opportunities and guidance to apply and develop literacy, numeracy and other skills
• encourage and support
• provide high quality feedback
• work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum
• develop our range of teaching and learning styles to create an exciting and creative learning culture
• listen to students' views and be open to their opinions
• evaluate and reflect on their practice.
•The teachers' standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS). Ref: Annex 4. Full document available at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers__Standards.pdf

Students will:

• participate fully in lessons
• strive for continual improvement
• support each other (and their teacher) so that all learn effectively
• take an active part in learning within and beyond the classroom
• take pride in developing and applying their literacy and numeracy skills across the curriculum
• be enthusiastic, resilient and responsible in learning and improving skills
• respond positively to feedback and improve their work as a result of effective feedback
• rise to challenges, working collaboratively and supportively.

Planning for Learning

All staff are expected to:

- Maintain an up-to-date progress file and use the most up-to-date information available to them, including students' SEND strategies from SIMs, to pitch learning appropriately.

- Plan learning objectives, expected learning outcomes and assessment strategies that are informed by accurate ongoing assessment, the relevant scheme of work, national curriculum programme of study or examination specification and that enable every student to make better than expected progress.

- Plan activities which specifically develop students' literacy and mathematics skills and help to promote their spiritual, moral, social and cultural development.

- Use their creativity and flair to plan learning experiences which engage and enthuse all students. At Winifred Holtby Academy, there is no expectation to teach in any specific way or follow a prescribed methodology. However, the expectation is that the teaching in every lesson is good or outstanding.

- Plan for the good progress of all cohorts of students including the most effective deployment of additional adults in the lesson.

- Have an in depth knowledge and understanding of the scheme of work / exam specification they are teaching.

Learning Environment

All staff are expected to:

- Have high expectations of students' work rate, behaviour, progress and attainment.

- Share and discuss learning objectives and outcomes at the most appropriate point in the lesson using a variety of methods

- Share key subject specific vocabulary and actively promote its correct use in the context of the lesson

- Use a wide range of assessment strategies, including skilful questioning, to check understanding, anticipate intervention and tackle misconceptions as they occur.

- Provide opportunities to teach the skills of literacy, mathematics and promote the students' spiritual, moral, social and cultural development.

- Engage all students in learning that is appropriate to them.

- Provide high quality marking and constructive feedback that is understood by students and that clearly

indicates how to improve and take the next steps in their learning.

- Provide homework, support and intervention tasks that consolidate and extend students' knowledge, skills and understanding and help to move them to the next level in their learning

Tracking Student Progress

All staff have the responsibility to regularly and accurately assess each student's achievement and to track their progress made against individual target grades. This is reported to parents 3 times per year at Key Stage 3, and 4 times per year in Key Stage 4.

Dates for the assessment deadlines are published in the Academy's Academic Calendar. Progress towards targets is judged using interim assessments. All teachers will identify students in their class in need of additional support, including vulnerable groups such as student premium students, SEN students and the most able. Support required will be recorded in planning for progress files and will be used to inform planning and intervention.

All subject leads and faculty leads have the responsibility to monitor assessment data across their department. Data should be analysed using 4 matrix, or SIMS, to identify individuals or groups who are making less progress than expected. Where necessary intervention will be implemented to ensure students get back on track. Work scrutiny, lesson drop-ins, moderation exercises and student voice should be used to secure the evidence base of progress data.

Monitoring and Evaluation of Teaching and Learning

Aims:
- To improve progress and raise attainment
- To make secure judgements of teaching and learning across the academy
- To monitor and evaluate the progress of students during a lesson and over time
- To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff

Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development requirements.

This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.
- Self-evaluation of performance and professional development will be evidenced in the professional development booklet and through CAD review documentation within progress files.

Reviews of T&L will take place in a 5 week Monitoring and Evaluation cycle – there will be seven of these across they academic year and will include:

- Lesson drop-ins on a regular basis monitoring progress and attitudes to learning
- Work scrutiny within lessons, or outside of lessons
- Analysis of progress data and examination outcomes.
- Peer reviews of work/ moderation of work in faculty development time.
- Student voice interviews.

*In this Academy, teachers' lessons will be observed on an appropriate and reasonable number of occasions based on individual circumstances of the teacher (for example NQTs, staff in need of additional support, staff on individual support plans).

Planned Lesson Observations (including joint observations)
Notification of a lesson observation will be given in writing 5 working days prior to the observation taking place or at a mutually convenient time. Written feedback will be given via SISRA within 5 working days. Verbal feedback should be given within 24 hours. Feedback will be honest and clear, setting out strengths and areas for development. Progress will be measured both in the lesson and overtime – using work scrutiny, progress data and student voice.
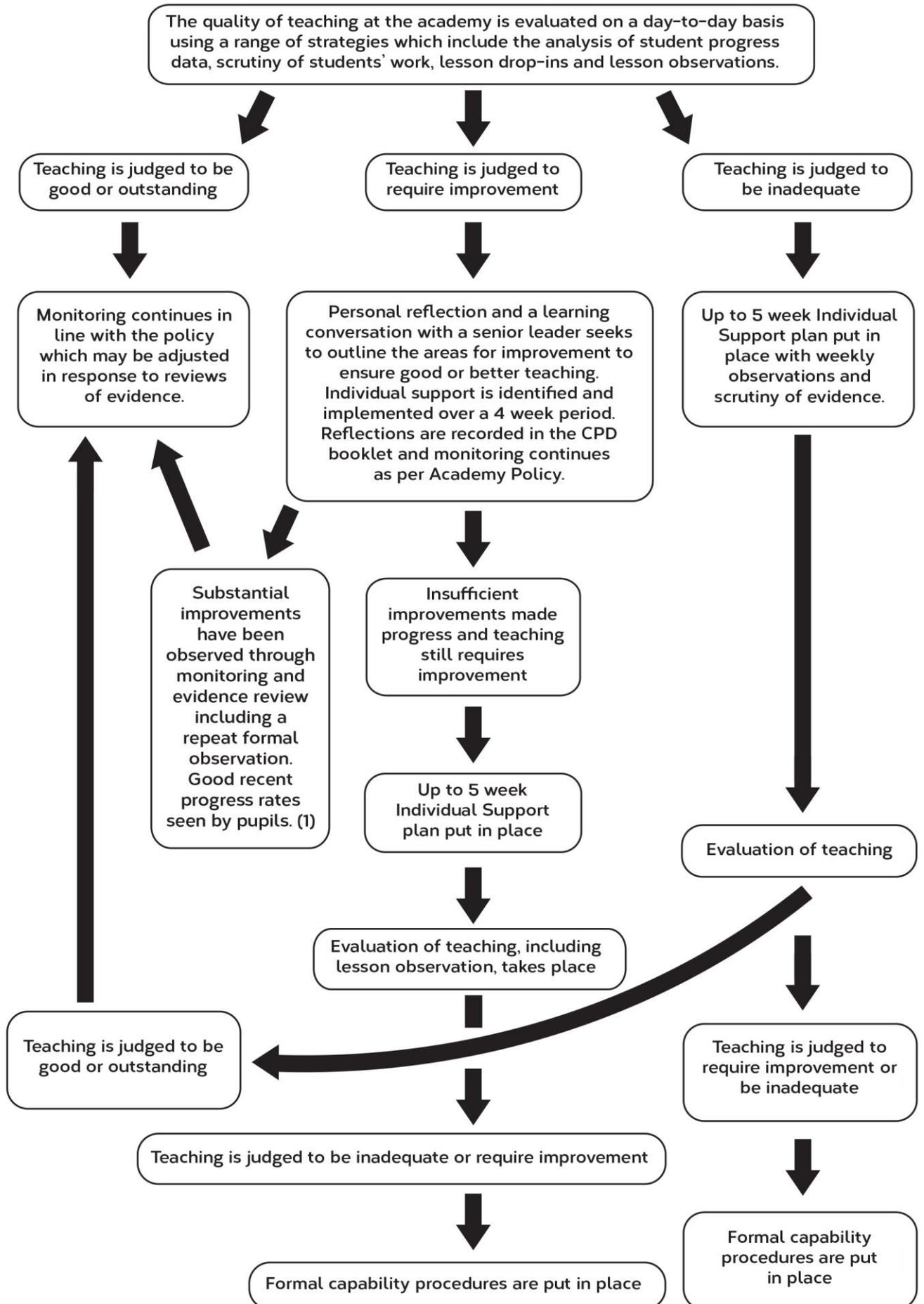
Lesson Drop-ins, Work scrutiny and Student Voice.

Planning for progress files will be used as part of the monitoring and evaluation process and should be available at all times from the class teacher.

- Senior and middle leaders will conduct lesson drop-ins, work scrutiny and student voice interviews as part of the self-evaluation process to enable judgements about progress, attitudes and quality of teaching and learning to be made.
- They will be used to quality assure academy and department policies.
- Lesson drop-ins will be tracked by coverage: staff, subject, year group, cohort, sub group and will be stored centrally on SISRA to inform judgements made about progress of particular cohorts and quality of teaching and learning.
- Evidence collected during the lesson drop-ins, work scrutinies and interviews will be recorded on SISRA. Each member of teaching staff will receive one SISRA feedback document once every M&E cycle – and these will take the form of identifying strengths in practice and will set tangible areas for improvement.

Actions following the evaluation of teaching and learning:

Using all sources of evidence available, all teaching should be judged as good or better and enabling good or better progress to be made by students. Where it is not judged as good or better actions will be implemented to improve the quality of provision and so improve the progress made by students in the academy.

- The possible routes and actions taken following the evaluation of teaching are illustrated in Annex 2.

- Individual Support Plans (Annex 3) may be implemented where the quality of teaching, achievement or behaviour and safety gives a cause for concern.

Possible routes following the monitoring of teaching

The quality of teaching at the academy is evaluated on a day-to-day basis using a range of strategies which include the analysis of student progress data, scrutiny of students' work, lesson drop-ins and lesson observations.

Teaching is judged to be good or outstanding

Teaching is judged to require improvement

Teaching is judged to be inadequate

Monitoring continues in line with the policy which may be adjusted in response to reviews of evidence.

Personal reflection and a learning conversation with a senior leader seeks to outline the areas for improvement to ensure good or better teaching. Individual support is identified and implemented over a 4 week period. Reflections are recorded in the CPD booklet and monitoring continues as per Academy Policy.

Up to 5 week Individual Support plan put in place with weekly observations and scrutiny of evidence.

Substantial improvements have been observed through monitoring and evidence review including a repeat formal observation. Good recent progress rates seen by pupils. (1)

Insufficient improvements made progress and teaching still requires improvement

Up to 5 week Individual Support plan put in place

Evaluation of teaching

Evaluation of teaching, including lesson observation, takes place

Teaching is judged to be good or outstanding

Teaching is judged to require improvement or be inadequate

Teaching is judged to be inadequate or require improvement

Formal capability procedures are put in place

Formal capability procedures are put in place

(1) If the quality of teaching starts to fall again, a 5 week support plan will be implemented immediately

Annex 3

Individual Support Plan

Name		Timescale	
Context: (Include specific reasons for putting the support plan in place)			
Key Review Dates: (Include all review dates and the members of staff involved in the review process)			

Area for Improvement	Targets to achieve	Assessment methods	Progress made to target	Evidence
	Teachers' Standards Reference:			
Area for Improvement	Targets to achieve	Assessment methods	Progress made to target	Evidence
	Teachers' Standards Reference:			
Area for Improvement	Targets to achieve	Assessment methods	Progress made to target	Evidence
	Teachers' Standards Reference:			
Comments relating to any other additional support that has been put in place:				