



# **TEACHING & LEARNING POLICY (TO INCLUDE THE CPD POLICY)**

**Date Policy Reviewed: July 2018**

**Date Policy Ratified by Governors: September 2018**

**Date Policy due for Renewal: July 2019**

## Teaching and Learning Policy and CPD Policy

### **Introduction:**

This policy provides guidelines for all teaching and support staff on the conditions for establishing effective, consistent teaching and learning pedagogy and practice. This policy intends to set out how we can best ensure that our aspirations for our pupils are achieved by delivering Quality First Teaching on a day to day basis in our classrooms. This policy should be read alongside the whole school Climate for Learning policy, Marking and Assessment policy, Home Learning policy, Appraisal policy and the Capability policy.

### **Aims:**

- To provide a framework for teaching and learning within which there is flexibility and scope for creativity
- To provide coherence of approach and consistency of high expectations which lead to achievement and progress for all pupils
- To ensure that every pupil acquires standards of literacy, numeracy and communication skills which enable them to access the curriculum at every stage of learning and make progress
- To raise attainment by increasing levels of student motivation, participation and independence;
- To celebrate pupil learning and achievement
- To include and encourage the full participation of all learners, irrespective of ability, sex, race, religion or sexual orientation
- To develop strong collaborative models to improve practice across the school
- To nurture the development of active citizens who are inspired and equipped to make meaningful, caring contributions to the wider community
- To provide appropriate intervention which supports all pupils
- To foster a range of transferable skills in pupils, including independence, collaboration, enquiry, leadership, reflection and creativity

### **Roles and Responsibilities:**

#### Governors:

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

#### Leadership Team:

- To provide appropriate support, training and resources for faculties, subject areas and individual staff;
- 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 school and its priorities.

#### Curriculum Leaders:

- To be responsible for the co-ordination of long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of the policy;
- To monitor and evaluate consistent delivery of the policy at Faculty and subject level;
- To provide appropriate support to team members by providing training materials or advice and guidance.
- Support staff to take risks in new teaching methods.

Teaching staff:

- To ensure that their own teaching meets the national Teachers Standards; ensuring teaching and learning is at least good.
- To implement this policy by planning and delivering high quality learning experiences;
- To have a growth mind set, be willing to take risks.
- Actively seek to reflect on their practice
- Work collaboratively with colleagues to share best practice and improve teaching.

## GROWTH - the 'Wyvern Way'

We want all pupils to make rapid and sustained progress, regardless of their background or prior attainment, through providing a consistently positive, engaging, stimulating and enriching learning experience. We want our pupils to build the resilience to tackle challenging or difficult learning experiences which should equip them with the knowledge, skills and personal qualities essential for success in a fast-changing globalised world. In order to achieve this Wyvern Academy has created the GROWTH ethos as detailed below. This provides a framework for teaching staff to ensure planning is considered and rigorous and incorporates our key values into each lesson. There is, however, not an expectation that every lesson will include every stem but the inclusion of a stem(s) will be explicitly identified in each lesson.



GRIT

*Resilience, Challenge, Questioning, Independent work, Responding to feedback*



RESPONSIBILITY

*Behaviour for learning, Tracking own progress, Knowing the bigger picture, engagement with learning, presentation, reflection*



OPPORTUNITIES

*Group work, pair work, teamwork, thinking time, pace (effective time management), variety of tasks and teaching and learning strategies, the wider world*



WISDOM

*Subject knowledge, explicit links to KS4 skills, key words, literacy and numeracy*



THINKING TOOLS

*Challenge, questioning, meta-cognition*



HIGH ACHIEVEMENT

*Assessment, self assessment, peer assessment, progress, presentation, future outcomes*

## **Quality First Teaching:**

The purpose of teaching is to promote learning and to raise standards of achievement. Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Teaching includes the whole range of activities that a teacher employs to promote learning and progress through the GROWTH ethos and includes:

- Schemes of Learning understood and followed by all members of the department
- Lessons being well planned, well-structured and well-resourced following the standard operating procedures for Teaching and Learning and the GROWTH ethos
- Learning being built on prior knowledge and understanding
- The learning environment being safe, secure, stable and stimulating
- Positive and respectful relationships between teachers and pupils where teachers and pupils listen carefully to one another
- Establishing a familiar routine and a positive environment for learning following the whole school climate for learning policy and the standard operating procedures
- Learning is assessed and marked in line with the whole school marking policy
- Building confidence and resilience and pupils being motivated and challenged (G)
- Pupils gain the confidence to tackle tasks independently (G)
- Questioning is effectively used to check the understanding of all pupils (G)
- Pupils developing skills and taking responsibility for their own learning and progress (R)
- Pupils are aware of where they are, where they are aiming to get to and have a clear understanding of how they will get there (R)
- Learning is differentiated in response to the strengths and needs of all pupils (O)
- Pupils understanding the purpose of the learning and seeing relevance to their own experience (O)
- Pupil responses are used to re-shape tasks and interactions (O)
- Opportunities for pupils to increase knowledge, skills and understanding in RWCM, SMSC and British Values are built into lesson planning (W)
- Teachers showing passion for their subject, good subject knowledge and a determination to achieve the best possible outcomes for all pupils (W)
- Clear learning objectives which link to Blooms, exam skills or subject specific skills being set and discussed with pupils (T)
- Planning to actively engage pupils in their learning (T)
- Support and intervention enables those most and least able to learn well in lessons (H)
- The level of challenge in the lesson reflecting an understanding of pupils' current and target attainment (H)
- Pupils reflect on their own and, where appropriate, one another's learning and progress following the whole school marking policy (H)
- Praising and celebrating pupil effort and achievement (H)

### **Quality differentiation to ensure progress for all:**

What can be differentiated?

- Content-What is learnt, what materials are used?
- Process-What activities will lead the pupil to the desired outcomes?
- Product- How the pupil will demonstrate his/her understanding?

Learning might be differentiated by:

- Task - which involves setting different tasks for pupils of different abilities
- Support - which means giving more help to certain pupils within the group by having LSA's, other adults in the classroom or peers support them or providing intervention which might take place outside of the classroom
- Outcome - which involves setting open-ended tasks and allowing pupil response at different levels
- Resource – which involves designing resources appropriate to the learning style or need of a pupil or group of pupils

### **Quality dialogue to ensure progress for all:**

Effective practice on the part of the teacher includes:

- A wide distribution of questions
- A structured approach from low to high order questions
- Allowing time for pupils to think about their response
- Rephrasing misunderstood questions, prompting pupils when necessary and seeking clarification for an answer when it is unclear
- Providing opportunities for pupils to ask questions of the teacher

### **Monitoring the quality of Teaching and Learning:**

The outcomes of monitoring and reviews will be shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Capability Policy.

The quality of Teaching and Learning will be monitored throughout the year as follows:

- Formal Observations following the observation protocols
- Learning walks and drop-in sessions following the observation protocols
- Peer observation, feedback and dialogue as part of the triad model
- Work sampling through the scrutiny of pupils books/files as calendared

- Internal and external moderation
- Feedback from pupils, parents and carers
- Performance management following the whole school system for appraisal

**CPD provision:**

Monitoring of Teaching and Learning will enable effective planning of appropriate CPD for all practitioners. It will also allow the identification of areas of best practice which can be shared and used to build the capacity of practitioners who would benefit from targeted support. Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills; this is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. The CPD programme will consist of:

- Calendared CPD Wednesday evening and twilight sessions
- Internal mentoring and triads
- Departmental reviews
- Targeted training for NQTs, and other colleagues on any qualification route
- Whole school INSET
- Learning Walks focused on agreed areas of practice
- Teaching and learning briefings
- Provision of resources as part of the sharing of best practice