Learning and Teaching Policy

September 2018

Alde Valley Academy

POLICY TITLE: **Learning and Teaching Policy**

REVIEWED BY: **TSH**

DATE :   **September 2018**

DATE of REVIEW: **September 2019**

Introduction

This policy recognises that teaching staff, just like the students they teach, have different strengths and areas to develop and that they will be working at different levels. However, all staff will strive to further develop and improve the lessons they deliver in order to ensure that learning is consistently engaging and effective.

Relationship to other policies

It should also be read in conjunction with the equality, Teachers' Standards, Performance Management, SEND and the home-school agreement.

Aims

- Ensure staff understand good practice and pedagogy of creative and engaging teaching and learning
- Share a common planning framework for delivery of highly successful learning
- Encourage and promote innovation and risk-taking in learning planning and delivery
- Foster a culture of sharing great ideas and collaboration
- Robust and effective assessment drives the creation and delivery of learning

Effective Teaching and Learning

For engaging and effective learning to take place, the school expects staff to:

- Plan lessons which follow Schemes of Learning and meet the learning needs of the students they teach
- Assess students regularly and adapt lessons and sequences of lessons to the learning pathways required by students in the classes they teach
- Differentiate learning to meet the needs of individual students, ensuring students are both challenged and supported.
- Ensure that pace and challenge meets the needs of all students
- Keep up to date with Government and exam board curriculum developments and changes in the subject areas that they teach
- Integrate new technologies to enhance learning
- Ensure learning has a clear structure
- Employ a variety of teaching methods and approaches to engage all students in the class and keep the learning 'alive'

- Utilise a wide range and variety of resources
- Explicitly share challenging but achievable learning objectives and learning outcomes with students
- Model learning and the learning process in the delivery of lessons
- Establish a safe learning environment where it is understood by all that making mistakes is an essential element of the learning process
- Create learning opportunities which allow a high degree of active student involvement
- Strive to create positive working relationships with all students
- Create a celebration culture where the success of all students is recognised in some form
- Reinforce high expectations and aspirations of all students in a 'can do' culture
- Be a reflective practitioner
- Employ a range of questioning approaches and allow students adequate processing time
- Encourage students to ask quality questions
- Draw on the expertise and experience of colleagues
- Create a learning environment where displays are vibrant, relevant and aid learning
- Set regular and productive homework tasks appropriate to lesson and ability

For engaging and effective learning to take place, the school expects students to:
- Arrive to lessons punctually with the expected equipment for learning
- Listen attentively to the ideas and views of all members of the classroom
- Be responsible and organised
- Be willing to make mistakes and learn from those mistakes
- Be willing to experiment and to take risks
- Be willing to be actively involved in their learning
- Be willing to challenge themselves to learn in ways which might be outside of their preferred learning styles
- Use digital technologies responsibly
- Seek to create positive working relationships with teaching staff/other students
- Be open to considering and researching ideas, cultures and ways of thinking which they have not previously encountered
- Be a tolerant citizen

Monitoring of Teaching and Learning

Teaching and learning will be monitored through the Quality Assurance process (see QA Protocol) and include:
- Formal and informal lesson observations
- Data analysis
- Student voice
- Peer observations
- Learning audit
- Schemes of Learning and teacher planner scrutiny
- Equalities impact assessment considered

Marking and Assessment

Marking has two purposes:

1. *Students act on feedback and make progress over time*

2. *Informs future planning and teaching*

- Teachers must have a **secure overview** of the starting points, progress and context of all students

- Marking must be **of a formative** nature at least once every half term and *clear* about what students must act upon (purple pen)

- Marking and feedback must be **regular**
  - Work must be recognised as reviewed by the teacher every 6 lessons on average for each class

What will be seen in books?

All students will have a Progress Tracker for each subject (For an example see Appendix 1), indicating the current working grades and target grade. Marking of work will be as follows:

Type of work	Description	Colour of pen
Standard work	e.g. mind maps, labelling diagrams, right/wrong questions, notes copied for revision will be checked by the teacher and signed to acknowledge that you have done the work	Red
Self/Peer assessed work	Work may be self or peer assessed and you will have received guidance from your teacher when doing this	Green
Key work	Work assessed by the teacher providing details of: • What went well • Even Better if • Action point	Purple

(This will be displayed in classrooms and shared with students)

Homework

- Is planned and identified as part of the scheme of learning
- Developed to have a clear and direct impact on student learning and progress

The aim is to help students understand the type of work they are doing and the type of assessment they can expect to receive.

Presentation of work

The purpose of this policy is to clarify how students' written work should be presented and to ensure that a common standard is maintained across the curriculum.

The visual appearance of work is important. Well-presented work evokes a positive response in the reader.
From time to time, teachers may invite students to present their work in a different way e.g. as an ancient historical document, in the form of an artefact e.g. a model. In these cases, teachers will explain the standard of presentation that they require.

Handwritten Work

- Black/blue ink must be used for all handwritten work. Pencil should be reserved for graphs and other drawings. Students may use cartridge pens, disposable ink pens or biros
- Handwriting must be legible and letters clearly formed. Students whose writing is very slow or poorly formed will be given additional support and may be required to complete additional practice to develop their skill
- Handwritten work must be completed in an exercise book or on A4 file paper, graph paper or other paper supplied by the school
- Classwork and homework is to be dated (left hand margin using dd/mm/yy). Students studying languages may be required to write the date in full in the target language instead
- Classwork and homework is to be identified by students labelling their work as classwork or homework underneath the date
- Where a target has been set for the piece, this should be written at the top of the piece before the heading
- Work should be given an appropriate title or heading which should be underlined neatly using a ruler (in some cases this may simply be the page number of the textbook and the exercise number)
- A line should be left between the title and the first paragraph or first response
- Students should use the punctuation conventions (Literacy pyramids will provide support)
- Paragraphs must be clearly indented
- Students are expected to proof read their work (they may find it helpful to read it aloud). The purpose of proof reading is to reduce errors (Key words displayed in the classroom and / or laminated on the desk will provide support)
- Students are encouraged to use a dictionary to check the spellings of any words with which they are unfamiliar and to check punctuation. Corrections should be made by neatly crossing through and inserting the alteration. An asterisk and a note at the bottom at the page may be used if the correction will not fit in the space available

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