

## Learning & Teaching policy

Approval Date – June 2016

Review Date – June 2019

### Rationale

It is the policy of the Governors of Westfield Academy that learning and teaching develops successful learners, confident individuals and responsible citizens. The school's mission is to ensure that all learners make the most of outstanding opportunities to maximise their life chances. The governors and staff believe in lifelong learning and that learning should be a rewarding and enjoyable experience for everyone. The teachers are 'teachers of learning' and aim to provide students with skills and strategies to equip them for life in the 21<sup>st</sup> century. Teachers and support staff are the lead learners and role models and have a responsibility to continuously improve their own practice to provide the very best learning opportunities for the students in their care. This policy is intended to promote consistency, high standards and the achievement of the school's mission. The aim is that all lessons result in outstanding learning.

### Roles and Responsibilities

#### 1.1 - The Governing Body will:

- Seek the advice of the SLT on this policy, keep it up to date and make it available to parents.
- Monitor the effectiveness of this policy.

#### 1.2 - The Principal and Vice Principal (Learning & Teaching) will:

- Make arrangements to monitor the full implementation of this policy through formal classroom observations and informal learning walks.
- Ensure that opportunities are provided for development through Inset days/workshops/induction sessions/best practice visits.
- Provide opportunities for sharing best practice and ensure that UPS teachers share their expertise.

#### 1.3 - The SLT member with responsibility for the tutor programme will:

- Ensure that a planned tutor programme is in place and monitor its effectiveness.

#### 1.4 - Middle Leaders will:

- Ensure well thought out schemes of learning, incorporating the principles of this policy, are in place and used by all members of their team.
- Provide opportunities for members of their team to share good practice; learning and teaching will be on all faculty meeting agendas.

#### 1.5 - Teachers, tutors, teaching assistants and cover supervisors will:

- Plan lessons and set homework which are part of well thought out schemes of learning.
- Plan thoroughly to meet the needs of all learners.
- Share lesson objectives and ensure that expected outcomes are understood by all students.
- Engage and challenge all learners.
- Make use of CPD to improve own practice.

#### 1.6 - Students will:

- Follow the school's ABC (Attend, Behave, Commit to Learning) and Classroom Codes.
- Make positive contributions in lessons, do their best, take pride in their work and take responsibility for their own learning.

#### **Principles**

- Staff ensure a positive atmosphere for learning is created by arriving at lessons and registration on time, meeting and greeting students at the door, being welcoming, friendly, supportive and modelling the behaviour expected of students and by knowing and using students' names; seating plans are applied in all lessons and tutor time activities and are changed, as necessary; staff are responsible for assigning students to groups for activities.
- Staff demonstrate positive behaviour for learning strategies; success criteria are clear and they use the power of praise, recognising success and rewarding achievement.
- Staff promote an atmosphere of mutual respect where students feel able to take risks in their learning.
- When planning lesson activities, staff know their students' level of attainment (use data) and plan accordingly, taking into account students with individual needs, including Gifted and Talented and those with Pupil Passports; they provide opportunities for students to learn in a variety of different ways including: visual, auditory and kinaesthetic; teacher exposition is kept to a minimum, allowing maximum time for students to fully engage with learning tasks; they use a range of independent/pair/group/whole class work and there is a balance of teacher, self and peer assessment; they use questioning that responds to students learning and higher order questioning based on Blooms Taxonomy that promotes evaluation, synthesis and reflection; opportunities are provided for creativity, research, investigation and problem solving; there are planned opportunities to review, reflect and improve; plenaries summarise and extend learning; staff check regularly for misconceptions and address these, are innovative and prepared to adapt the lesson.
- Tutors follow planned tutor programmes which encourage generic learning and study skills and provide opportunities for students to develop literacy, numeracy and key skills.
- Staff ensure that classrooms are stimulating working environments, which are tidy, provide peripheral learning opportunities and where learning is fun.
- Beyond the classroom, students will have opportunities to participate in field work/visits and high quality enrichment activities; work on extended tasks; students will have access to support materials via remote access to the academy's network; students will be set meaningful home learning tasks which encourage and develop independent study.
- Students will have all home learning tasks marked by the teacher or through peer or self assessment within 3 weeks of the deadline date.

#### **Related Documents**

- ABC and Classroom codes (Attend and belong, Behave and Enjoy, Commit to learn and achieve)
- Lesson Planning Proforma
- Pupil Passports
- Learning and Teaching checklist (in Staff Handbook)
- Home Learning Policy

#### **Monitoring**

This policy and its implementation are monitored by the Vice Principal (Learning & Teaching) and the Governors' Learning & Teaching Sub-Committee by using the following evidence:

- Governors visits/learning walks
- Presentations from Team Leaders
- Quality Assurance information from SLT and middle leaders
- Representations from students

**Responsible**

- Vice Principal (Learning and Teaching)

**Review date**

- June 2019