Teaching, Learning & Assessment Policy

Issue Date	27th January 2017
Review Date	27th January 2018

Context

The overall aim of the Academy is to have an educational community which promotes and provides excellence in teaching, learning, relationships and opportunities, through high expectations and adherence to traditional values.

Aims

- to provide a safe, stimulating learning environment for all students and teachers;
- to enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
- to provide a broad, balanced and relevant curriculum that will motivate, engage and challenge students whilst also equipping them with the skills required on leaving school;
- to set high expectations for all students in order to raise their aspirations;
- to raise standards of both teaching and learning.
- to promote thinking skills across all areas of the curriculum
- to promote varied and appropriate teaching methods across the academy
- to ensure appropriate differentiation in delivery and expectation
- to ensure learning objectives and outcomes are used effectively in all lessons
- to ensure assessment and target setting are consistent and accurate
- for all teachers to aspire to deliver lessons judged outstanding against Ofsted criteria
- to ensure both summative and formative assessment is used consistently and productively in all lessons

Teaching

    a) Planning and Preparation

Teachers should plan lessons:

- which allow students to progress in their learning;
- where the objectives and outcomes are stated clearly;
- which use plenaries to summarise learning, and help students to understand how to improve;
- which allow students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
- which are differentiated for varying needs by task, resources, outcomes and/or method;
- which provide pace and challenge for all students;
- which use effective questioning to direct and challenge students;
- which incorporate the school's Literacy and Numeracy Policies;
- which meet external requirements;
- which are enjoyable and interesting.

b) Teaching styles

Teachers should use teaching strategies which:

• allow students to learn in collaborative groups

• allow students to work both independently and collaboratively, and which contribute to one another's learning

• use positive behaviour management and encouragement for students to achieve, including praise and rewards according to school policy;

• use topics which are relevant and within students' experience;

c) Assessment

Teachers should:

• assess students' work regularly according to the school assessment policy;

• use analysis of assessments to inform their teaching and support students' progress;

• use data to ensure students are working at their full potential and set targets to achieve this;

• inform parents and appropriate staff within school of students' progress or underachievement.

d) Learning Support

Teachers should:

• be aware of the specific learning needs of their students e.g. literacy, dyslexia, more able and talented;

• consult with SENCO about the needs of individual students when appropriate;

• work with Teaching Assistants and other adults to ensure students are best supported in their learning;

• use IEPs as working documents.

e) Continuous Professional Development

Teachers should:

• continuously update their subject knowledge and teaching practice in line with current developments and initiatives;

• discuss teaching, learning and assessment at Curriculum Meetings in order to share good practice; and

• plan their own CPD programme in conjunction with the Principal as a result of the Performance Management process.

Learning

Students should:

- be prepared for lessons with the correct equipment;
- aspire to reach and exceed their performance targets
- complete Extended Learning Goals to enhance their learning;
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- make positive contributions to class discussions;
- Work collaboratively with their table groups
- follow the Behaviour Policy;
- take responsibility for improving their own learning;
- ask for help if required.

Monitoring and Evaluation of Quality of Teaching, Learning & Assessment

Classroom Teachers

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development.

This is achieved by:

• self-evaluation of their subject knowledge and understanding of educational initiatives;

• self-evaluation of the quality and effectiveness of their own teaching and their classroom management;

• monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally;

• self-evaluation of their contribution to the policies and aspirations of the school.

Personal Progress Tutors

PPTs are responsible for contributing to, and monitoring the progression and well-being of, individual students in their tutor group and for providing support and advice to those students, both socially and academically.

This is achieved by.

• monitoring academic progress and attitudes of individual students through academic tracking

• encouraging and developing the ability of students to evaluate and take responsibility for their own learning;

• monitoring of behaviour, extended learning tasks, use of planners, rewards and sanctions, uniform and attendance.

Subject Leaders

Subject Leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

This is achieved by:

• evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;

• ensuring curriculum coverage, continuity and progress for all students;

• establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement;

• analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. More able students, gender groups, DS);

• monitoring students' work by regular sampling of homework, classwork, students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;

• evaluating progress of teaching and learning targets in departmental development plans, in line with the Academy Development Plan.

School Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the ADP. Monitoring and evaluation principally takes place through department reviews and classroom observations of teaching and learning.

Responsibilities

• The Principal is responsible for monitoring the performance of members of the School Leadership Team.

SLT and Departmental Link Meetings

Members of the School Leadership Team meet each Subject Leader with the aim of:

• monitoring the effectiveness of leadership and management of their curriculum area;

• analysing performance data and setting targets for improvement;

• giving support and arranging training for development;

• ensuring quality of standards and verifying judgements of middle leaders; and

• ensuring that meetings take place half-termly with an agenda distributed in advance.