# Policy No 1: Learning and Teaching Policy

This policy identifies key areas which require consistency of approach in order to ensure the delivery of good to outstanding lessons.

The five key areas are:
- Climate for Learning
- Lesson Planning and Protocols
- Assessment for Learning
- Personalising Learning
- Reflective Practice

## Climate for Learning

In order for a genuine climate for learning to be established throughout our college, **all teaching staff will be at the classroom door to:**
- ➢ **Meet and greet their students at the start of the lesson (and move others on)**
- ➢ **Ensure a controlled and organised exit by students at the end of the lesson**

The following will also be in place:
- Stimulating and relevant displays and their creative use throughout faculty and communal areas
- A diverse range of teaching strategies
- Relationships based on mutual respect
- Regular and appropriate use of praise and reward for achievement as part of feedback.
- Innovative approaches to the planning and delivery of the curriculum within and outside the classroom
- The creative use of ICT to diversify and enrich the learning experience of students(TEL)
- A positive and enthusiastic approach to learning by all staff.
- Clearly communicated expectations regarding student behaviour* (IfL policy)
- Use of appropriate Rewards and Sanctions*

*in line with the 'Inclusion for Learning' policy

## Lesson Planning and Protocols

- Lessons will be carefully planned and well structured
- Lessons will be engaging and appropriately challenging and will enable students to make progress in their learning
- Learning objectives, and the success criteria by which learning will be measured -should be explicit and relevant; they should be referenced during the lesson and understood by learners
- Teachers should have clear expectations of learning outcomes for each lesson and sequence of lessons which are well matched to students' targets and abilities
- Planning for learning should be securely rooted in data analysis (SISRA/STAR)and address the needs of different students and groups within the class.
- The use of standard English should be encouraged in student responses and modelled by staff wherever possible
- Planning will incorporate and promote STAR and Literacy Skills
- Appropriate use of Technology will be employed and developed across the curriculum in order to more fully meet the learning needs of students
- Where there is provision for classroom support, liaison between the class teacher and support staff should ensure that this is well targeted with clear roles and outcomes specified.
- Feedback from learners should inform classroom planning and learning approaches

- Expectations regarding relationships and behaviour are to be consistently applied by all staff at all times (see *Expectations for Learning* displayed in classrooms)
- Homework will be set on a regular basis, in line with the *College and Faculty Homework Policies* and marked in line with the *College and Faculty Marking Policies.*

## Assessment for learning

Assessment for learning which identifies and promotes the learners' understanding of:
- Where they are in their learning?
- Where they need to go?
- What they need to do to get there?

should be used appropriately throughout.

AfL strategies to use in lessons might include any or all of the following:

### Sharing Objectives and Outcomes
- Limit the objectives or 'chunk' the lesson. A lesson with several objectives lacks focus

### Questioning
- Differentiate the questions using Blooms Taxonomy
- Plan 'chains' of questions to ensure the challenge is built in for the most able (use "why?" to get children to explain and justify their responses).
- Use questions to promote thought and check understanding
- Allow wait time between asking and requiring an answer
- Use a mix of closed and open questions
- Ask follow up questions
- Randomise who answers or get whole class responses e.g. With whiteboards
- Wrong answers should not be dismissed out of hand – they may reveal whole class fundamental misunderstandings

### Feedback
- Should always give students information about the quality of their work or their response and specific advice about how to make improvements
- Students should be given regular feedback in class and it should always result in the student doing something. Just saying 'good' or 'excellent' to a student is not constructive feedback
- Written feedback should be given regularly. (Refer to Faculty HWK policy) and, whilst praise is an important element of it, it should provide students with a focus for improvement
- Excellent practice is where students are given time or opportunity to act upon written feedback (use faculty feedback sheet).

### Peer and Self –Assessment
- This needs to be linked to success criteria
- It does not need to be the formal marking and checking of each other's' written work, however this is an important skill to learn in order to promote independent learning
- Teachers need to encourage students to reflect on their work or the work of others even by sometimes asking them to add detail to answer in class or to evaluate an answer given in class
- Students need to be taught evaluation skills formally if peer and self-assessment is to be effective.

## Personalising Learning

In order to most fully enable all learners to achieve their potential, Teachers and Teaching Assistants will need to establish a clear and accurate picture of the learning needs of all students in the class through the following:
- Consulting data relating to the preferred learning styles of their students.
- Consulting baseline attainment data (e.g. Key Stage and CAT scores).
- Regular and ongoing Assessment for Learning – making reference to knowledge, skills and the demonstration of understanding – linked to NC levels, level descriptors and STAR data where appropriate.

- Liaison with SEND and Student Progress Centre (SPC) Leader re specific student needs and any additional support programmes.
- Half Termly measurement of attainment (and contact with parents as necessary).
- Tutors to communicate with parents as required and invite for a consultation if necessary
- Teachers and Faculty Teaching Assistants to regularly review the data relating to student progress in the classes taught, adapt lesson plans accordingly and review student grouping.

**Reflective Practice**
- All teachers will be reflective practitioners and will be committed to improving their professional practice - engaging actively in training and development activities within and beyond the college.
- Faculty Leaders will be responsible for the most effective deployment of their staff and will ensure that the outcomes of Appraisal support developments in Learning and Teaching within the Faculty.

*Last Reviewed: February 2015*

# Guidance to help you achieve a Good to Outstanding lesson observation

## Before the lesson:

- Evidence of diagnostic marking( i.e. targets for improvement) and peer and self-assessment in exercise books, folders, or returned essays; also make sure that all students have responded to your comments
- Ensure your students know which level/grade they are working at, and what they need to do to improve to the next stage
- Ensure your lesson plan, and seating plan are available for the observer to see (include the contextual sheet)
- Ensure your planned activities are matched well to the backgrounds of your students, and provide challenge, good pace, differentiation and extension tasks
- Consider how the Teaching Assistant is to be used (make this clear in your lesson plan) and how groupings of students have been created
- Remind yourself we are highly effective at what we do – demonstrate your flair, enthusiasm and subject knowledge throughout!

## During the first stage of the lesson:

- Create a positive climate for learning
- Refer to the criteria/outcomes which the tasks are aiming for
- Use lesson objectives and outcomes which are phased suitably and reflects higher order thinking and learning
- Put the lesson into the overall context of what they have been learning in terms of your current scheme of work
- Include an engaging starter activity that relates to the previous or new learning
- Ensure your questioning includes both higher order and open questions to challenge students suitably; target students with certain questions to reflect in-built differentiation
- Test students perception of what they are being asked to do prior to them starting an activity
- Share success criteria with the students and model the activity with them
- Remind students, if necessary, of successful learning strategies

## Progress check:

- Refer to the learning objectives
- Remind students of the success criteria
- Ensure verbal feedback given to students is diagnostic and includes meaningful praise
- Ensure there are opportunities for collaborative work and a variety of activities
- Ensure more challenging work has been scaffolded
- Test student learning( e.g. through traffic lights, mini whiteboards etc.) using students' explanations as well as your own

## During the final stages of the lesson:

- Refer to learning outcomes and objectives
- Provide opportunities, where suitable, for peer or self-assessment, referring to the success criteria
- Include a plenary, clarifying and consolidating the learning.
- Ensure an organised and orderly exit by the students.