

The South Wolds Academy and Sixth Form

TEACHING AND LEARNING POLICY

Aims

Teachers should strive to deliver consistently effective lessons by:

- Establishing a positive, productive and suitably challenging environment in which students demonstrate good attitudes to their learning and their work in an atmosphere of mutual respect for teachers and their peers.
- Ensuring thorough knowledge of the courses they teach and researching new developments in curriculum and awareness of teaching and learning initiatives so that their expertise and enthusiasm can be shared with students in order to challenge, enthuse and secure their progress.
- Using knowledge of prior attainment to be aware of capabilities and specific learning needs to plan effective and engaging lessons with differentiated activities and effective deployment of support so all students can access the curriculum, make good progress and develop their enthusiasm.
- Using the SPACE initiative to ensure that all lessons include these five elements for good progress.
 - Stretch and Challenge for all students
 - Progress checks
 - Active Learners
 - Clear Feedback
 - Effective questioning
- Planning well-structured lessons that employ a variety of activities, resources and approaches that take into account different learning needs and styles, in order to ensure student engagement, enthusiasm, motivation and applications.
- Setting out clear and challenging learning objectives that form part of the structure of a lesson, are shared with students and reviewed throughout the lesson to ensure good progress within each lesson.
- Checking students' understanding using a variety of assessment techniques and using that experience to inform interventions that ensure good student progress.
- Providing students with regular and detailed feedback, both orally and through marking, in line with departmental and whole school assessment policy, so that they know how well they have done and what they need to do in order to sustain good progress.
- Using the information provided on students' learning needs profiles to make the necessary adjustments to support SEND students to make good progress.
- Using questioning to deepen students' understanding and challenge misconceptions so that they can apply their knowledge in a variety of contexts.
- Planning lessons that explicitly teach the literacy and numeracy skills required to successfully explore the topic being studied.
- Managing incidents of disruptive behaviour calmly, consistently and within the school's behaviour management policy, use sanctions and rewards where appropriate and seek to foster good attitudes to learning, self-esteem, resilience and motivation.



Lesson Practicalities - This is how we do things round here

1. Seating Plans

- All classes of all teachers to have a seating plan compiled to ensure students sit in places that support learning
- Give priority to disadvantaged students
- Provide seating plans when setting work for cover team
- 2. Starting well** ○ Smile, meet and greet at the door, check uniform (use SMART card) ○ Students take out equipment / books but remain standing in silence behind chairs until given permission to sit
 - Make a visual check of equipment and inform tutor of issues
- 3. Toilet trips** ○ Do not allow trips to the toilet during lesson time*
 - On a first request use variations of the following script if needed, “No, sorry – this is valuable learning time”
 - If students persist and you suspect there is a genuine need for relief you may allow a visit – use one of the following scripts if needed:
 - i. “I will allow it on this occasion because I can see your need but I will never allow it on future occasions so please bear that in mind when considering your toilet needs” or...
 - ii. “I will allow it on this occasion but I will make a note of how long you are out of the lesson and add this on to the end of the lesson for you” (if during period 2, 4 or 5)
 - Never let more than one student out of class at the same time ○ Never let a student out of your lesson without an out of lesson card *some students have medical timeout cards and should be allowed to go without questioning
- 4. Be positive** ○ Ensure the positive outweighs anything negative by at least 3:1
- 5. End well** ○ Ensure orderly collection of resources and rubbish ○ Make sure students stand behind their chairs in silence ○ Dismiss them a few at a time when they are calm ○ Never let the class go before the bell
- 6. Every second counts** ○ During the lesson, model positive behaviours and take opportunities to talk to students, assess their progress and build positive relationships
- 7. Control your space** ○ Remove clutter, refresh tired displays – we all absorb subliminal messages about how much a space is cared for and our behaviour is shaped accordingly

Continuing Professional Development

We aim to support our colleagues to achieve these aims by:

- Providing regular school based training focusing on specific aspects of teaching and learning.
- Identifying individual staff development needs through the line management system and identifying personalised pathways to achieve targets.
- Organising opportunities for staff to work collaboratively to share good practice both within school and where appropriate with other schools.
- Encouraging staff to utilise peer observations and coaching opportunities to evaluate teaching and learning and encourage reflection and self-evaluation. ● Providing coaching and mentoring where appropriate.

- Running groups within school that keep abreast of current teaching and learning initiatives, trial new ideas and communicate findings to colleagues.

Quality Assurance

We aim to work collaboratively to constantly review our provision and practice so that we are able to assure the highest quality of standards and to drive forward improvement. We aim to use the Quality Assurance process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school. To support this process of self-evaluation and selfchallenge there is a robust monitoring schedule:

- Subject Leaders meet regularly, every fortnight, with their SLT Line Managers working towards an agreed agenda which includes a review of teaching, progress towards objectives and results analysis.
- Line Managers conduct a lesson observation of teaching staff to assure consistency and accuracy of judgement using the School IP system, at least once every year.
- Other observations are conducted by senior and other staff as part of the Subject Review system.
- All observations of teaching staff are conducted in line with the school's Appraisal policy. ● All teachers have the opportunity to observe another colleague at least once per year.
- SLT conduct an on-going audit of subject performance data and recommend specific colleagues / departments for targeted support. Where there are specific concerns staff may be provided with a Teaching Action Plan and allocated support from a T+L coach.
- Subject Leaders and other responsibility holders are encouraged to include a range of staff in the quality assurance process.
- All teachers are encouraged to observe other colleagues on an informal basis for developmental purposes.

Policy Monitoring and Evaluation

The monitoring of this policy will be ongoing to assess its efficacy and ensure it remains relevant and responsive to current practice and pedagogical development.

This policy will be evaluated three-yearly involving representatives from the whole academy community.

Related Policies

Other policies which relate to the implementation of this policy are:

- Assessment
- Careers
- Discipline/Behaviour
- Teachers' Appraisal

Policy prepared by: R Sprake (Assistant Head Teacher)

Review date: January 2022

Next review due: January 2025