

S5 TEACHING AND LEARNING POLICY

Last Reviewed: July 2009
Next Review: July 2010
Responsible: A. Hemmings

1. AIMS

1.1. The Learning and Teaching Policy focuses on the Academy's main aim:

To develop in our students the knowledge, skills and understanding needed for life-long learning.

1.2. The Academy aims to provide a learning environment:

- with high expectations of all learners and that seeks to maximise their achievement;
- that encourages every individual to develop a sense of how to learn and gain greater independence as a learner;
- with lessons that stimulate, challenge and reward, and that are accessible and enjoyable.

1.3. The policy aims to:

- establish an agreed range of practice in respect of learning and teaching;
- ensure a high quality of learning experience is offered to students;
- raise standards of attainment across the Academy.

1.4. The guidelines do not seek to cover all aspects of or approaches to learning and teaching but set out common standards and practice.

2. LESSONS

The following is the agreed minimum standards for an effective lesson:

Teachers should:

- Ensure lessons are active and engaging.
- Start lessons promptly and take a register.
- Insist on clear procedures on entering, seating and getting equipment.
- Have shared clear lesson objectives, with a clear statement of what will be achieved by the end of the lesson and how this will be done.
- Demonstrate a good knowledge of their subject – challenge and inspire learning.
- Provide pace, pitch and progression through well planned and resourced lessons.
- Give frequent praise and regular feedback to students, through marking and discussion of work.
- Provide opportunity for students to develop literacy, numeracy and ICT skills.
- Have an awareness of students' individual learning needs and use prior attainment data to inform planning.
- Make effective use of teaching assistants and other support.
- Set homework in the lessons which is planned, relevant, clear and demanding.
- Model good behaviour and standards.
- Use assessment to monitor and improve learning.

3. LEARNING ENVIRONMENT

Teachers should aim to create a bright and friendly working environment that is conducive to learning by:

- having equipment prepared before commencement of lessons;
- displaying students work and involving students in learning activities wherever possible;
- providing a well organised classroom, e.g. desk layout, cupboards and resources;
- ensuring equipment is clean and in full working order prior to start of lessons.

4. LEARNING NEEDS

4.1. Learning Styles

With any group of students there will be a variety of different learning preferences e.g. visual, auditory and kinaesthetic and staff should plan a series of lessons to provide activities which cater for the range and variety of learning styles within the class.

4.2. Special Education Needs and Differentiation

Some students are identified as needing additional support to help with specific learning needs. These students may be supported in the learning support department or in lessons by a learning support assistant. Planning lessons should take into account differentiation for all learners in the group. In planning lessons staff should:

- complete a Profile of Need for each teaching group;
- select teaching resources to match the ability of students;
- ensure the pace of learning enables students to achieve appropriate targets;
- plan for contribution by learning support staff.

4.3. Gifted and Talented

The Academy has a register of students who have been identified as gifted and talented either in a subject or across a range of subjects, details are in the G&T policy. Staff should plan lessons with high expectations and appropriate challenge to support these students in their learning. (See Gifted and Talented Policy).

5. SCHEMES OF WORK AND LESSON PLANNING

5.1. Schemes of work should give an overview of a course and sufficient detail to allow individual lessons to be successfully planned. In addition, guidance on assessment, resources and timescales should be provided. Schemes of work should be reviewed and updated on an annual basis and a copy given to the line manager and a copy stored centrally in the Academy w: drive.

5.2. Lessons plans based on the schemes of work are required for each lesson. The lesson plan should break down the learning objectives into learning activities for individual lessons. Staff should keep a record of all relevant planning in their staff planner.

6. ASSESSMENT

Assessment for learning includes both formative and summative processes and guidance is given in the Assessment, Marking and Reporting Policy.

7. REWARDS

Following a review of the rewards system a range of strategies have been introduced to recognise student learning and performance in lessons to help increase self esteem and motivation. The

following are examples of a range of ways a teacher can reward evidence of good learning:
verbal or written feedback, postcards home, stickers in homework diary, commendations.