



Teaching and Learning Policy

Aims of the Langley Academy

To provide unique and enriching opportunities for all.

Our rationale for Teaching and Learning is:

At The Langley Academy we believe that meeting the needs of each individual learner and helping them to realise their potential is central to effective learning and teaching. Learning and teaching are at the heart of the educational process within The Academy and the quality of the interaction is of fundamental importance in raising standards of achievement for all students.

This policy links to:

Homework policy

Literacy policy

Numeracy policy

Assessment, Marking, and Feedback policy

Most Able policy

Performance Management policy

Health and Safety policy

SEND policy

Purpose

To ensure all students make progress in their learning over time.

Expectations

1. All:

Follow our T&L model - **CREATE**

CHALLENGE

- Lesson pitched to the top 10% - stretching all
- Problem solving and higher order thinking encouraged (including Bloom's questioning)
- Opportunities for independence and choice and/or articulation of thought

REFLECT

- Reflection Time to review learning and to develop further
- Peer/Self - Assessment
- Student Responses to marking and feedback

ENTHUSE

- Praise & Reward for students for positive contribution to lessons/ learning
- High behaviour expectations of all students to support behaviour for learning (use of behaviour policy)
- Plan student-centred activities to stimulate and sustain a love of learning - Curiosity | Exploration | Discovery

ASSESS

- Assess progress of individuals and whole class through varied AfL techniques and acting upon feedback
- Follow Complete Marking - (Follow Assessment policy)
- Effective use of PLCs/Assessment criteria and data

TARGET

- Planned, differentiated activities that meet the needs of all key groups (such as HA, Disadv, WB and SEND)
- Using data to target key groups through questioning (use of Mintclass)
- Effective use of HLTA/LSA

EXPECT

- Routines: Meet & Greet; Planner/Pencil Case/Reading Book; Register; Seating Plan, Mintclass, Mark Book (on/below/above target); Classwork/Homework; Progress & Literacy stickers; Key words; Spelling Dictionary & PLCs
- Literacy (reading, writing & communication) and Numeracy skills developed
- Challenging homework set (SMHW) – consolidates and prepares students for work to come

2. Teachers and Support Staff:

- Engage in their own CPD
- Engage in an open door ethos
- Work collaboratively with all staff members linked to a class

3. Leadership:

- Are to lead by example by having high expectations for the staff and students
- Are to maintain policies in line with OFSTED requirements and statutory guidance
- Are expected to observe teaching and learning practice via book reviews, learning walks and lesson observations
- Will give clear feedback with achievable targets in a timely matter that is supported by training through CPD and develops teaching and learning
- Promotes positive strategies that fosters an “open door” ethos throughout The Academy

4. Students to:

- Take responsibility for their learning in all parts of CREATE
- Attend lessons regularly and on time, and be prepared for learning
- Aim to achieve goals and meet targets, and respect the right of others to do the same
- Take responsibility for their own learning by asking for help when necessary, being clear about learning outcomes and what they have to do to improve their performance, and being proactive in using self-assessment techniques
- Meet deadlines for completing all homework and complete all personalised learning in order to endeavour to become independent learners
- Prepare appropriately for each lesson and maintain high expectations of themselves, celebrating success and learning from failure

5. Parents and Carers to:

- Work in partnership with The Academy as outlined in the Home Academy Agreement in all aspects of their child's education
- Support Academy initiatives which involve collaborative working to raise student achievement
- Encourage and support their child to work to meet their potential
- Attend consultative opportunities or meetings to discuss student progress
- To support teaching and learning through all areas of CREATE

Procedures

Lesson planning

- No two lessons will ever be the same but consistency of practice amongst staff should ensure they have common components, through following the CREATE model with seating plans and the data provided (mintclass)

Learning environment

- 1.The seating plan should have a clear rationale
- 2.Ensure that there is a positive learning environment characterised by high teacher and learner expectations
- 3.Ensure that there is a high quality display in the classroom that reinforces expectations and is conducive to learning for all students
- 4.Key words and concepts are displayed around the room
- 5.Display exemplar work together with assessment criteria
- 6.Make sure the classroom is well organised and tidy, and that it adheres to the Health and Safety Policy

Curiosity

- Engage students' love of learning by developing curiosity

Exploration

- Deliver lessons with a variety of explorative learning strategies to ensure an enriching learning experience for all students
- A balance should be achieved between whole-class interaction, front of the class teaching, individual work, group work, testing and assessment

Discovery

- A review of what students have learned should take place

The Use of Assessment and Homework

- All assessments should adhere to the Assessment, Marking, and Feedback Policy through use of assessment of learning (summative assessments) and assessments for learning (formative assessments)
- Assessments should allow teachers, students and parents to track the students' progress and identify targets for improvement. Personalised Learning Checklists (PLCs) and the reporting system will ensure all stakeholders have the information needed to further the students' progress
- High level homework should be set in line with the Homework Policy and timetable to promote progress and a love of learning through variety and independence

Challenging All

- All lessons should stretch the top 10% of learners in compliance with the Most Able Policy and SEND Policy, teaching to the top and differentiating down with opportunities for problem solving and higher level thinking

Monitoring and Evaluation

- All classroom based staff can expect to have two official CREATE PM lesson observations over the course of the academic year where individual feedback is given
- **The deadline for LO1 is:** February Half-Term; **The deadline for LO2 is:** End of June
- Lesson observations can be completed by any member of Leadership and other leaders with responsibility for teaching standards (e.g. TLR post-holders). Observers will be moderated by a colleague prior to completing PM lesson observations; i.e. someone who has been quality assured by a Directorate/Leadership member in observing, giving feedback and making CREATE judgements. PM lesson observations must be conducted with someone; i.e. a **joint lesson observation** situation involving either Directorate Link & HOF and/or HOF & TLR post holder. Should a lesson observation occur for a reason outside of PM reasons e.g. a colleague agrees to be observed to aid with an interview or a review and the colleague wants to use this lesson observation for PM purposes then the colleague will need to be make it clear to the observer prior to the lesson observation.

Beforehand	<ul style="list-style-type: none"> • Email or speak to the teacher at least 48 hours in advance of the suggested lesson observation • Agree a focus in advance – this could be done in a pre-observation meeting if required by the teacher • Request a CREATE Lesson Plan, markbook and MintClass Seating Plan in advance • Suggest a time when verbal feedback will take place, ideally this should be within 24 hours of the lesson observation
During the lesson	<ul style="list-style-type: none"> • Use the CREATE Lesson Observation Form on Bluesky to record information • Speak to the students • Note the learning environment including behaviours for learning • Look at the students’ books for previous work, progress overtime and good practice in marking • Look at student planners for Homework records
End of the lesson	<ul style="list-style-type: none"> • Catch the teacher’s eye and say “Thank you” as you leave • If appropriate make a positive comment to the class
Feedback	<ul style="list-style-type: none"> • This should take place in a quiet setting • A coaching approach to discussion is to be used • Start on a positive note and thank the teacher again for the opportunity to observe • Ask the teacher to talk through the lesson, commenting on WWW and EBI for next time • Add your feedback, asking questions and encouraging discussion • Comment on pupil progress in the lesson as well as target groups/data and student work • If appropriate, refer to professional standards that have been met • Ask the teacher to suggest EBIs based on the discussion you have had • Ensure the teacher has strategies/actions to meet the EBIs and how to get further support if necessary • Agree the Ofsted judgements (RAG) together • If appropriate, agree a time to revisit the class
Follow up	<ul style="list-style-type: none"> • Send the final CREATE Lesson Observation Form via Bluesky to the teacher within 24 hours of the verbal feedback

- When doing joint-observations please consider who will feedback, especially if it is a development opportunity for a colleague to observe
- A teaching and learning team is available to support Leadership support staff in areas that need development

Policy Review

This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.

Review Date: December 2016

Ratified Date: March 2017

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Date of next review: March 2019