

Scholars' Education Trust

POLICY TITLE:	TEACHING AND LEARNING
STATUS	Non-Statutory
REVIEWED BY:	SIC/AIC / Trust Board
DATE DUE:	Autumn 2016 (Approved: 1 December 2016)
NEXT REVIEW:	Autumn 2018
AUTHOR:	Headteachers

❖ School = School and/or Academy

1 INTRODUCTION

This policy recognises that teaching staff, just like the students they teach, have different strengths and areas to develop and that they will be working at different levels. However, all staff will strive to further develop and improve the lessons they deliver in order to ensure that learning is consistently engaging and effective.

2 RELATIONSHIP TO OTHER POLICIES

It should also be read in conjunction with the equality, performance appraisal, SEN policies and the home-school agreement.

3 AIMS

- Ensure staff understand good practice and pedagogy of creative and engaging teaching and learning.
- Share a common planning framework for delivery of highly successful learning.
- Encourage and promote innovation and risk-taking in learning planning and delivery.
- Foster a culture of sharing great ideas and collaboration.
- Ensure robust and effective assessment drives the creation and delivery of learning.

4 EFFECTIVE TEACHING AND LEARNING

For engaging and effective learning to take place, the school expects staff to:

- Plan lessons which follow schemes of learning and meet the learning needs of the students they teach.
- Assess students regularly and adapt lessons and sequences of lessons to the learning pathways required by students in the classes they teach.
- Differentiate learning to meet the needs of individual students.
- Ensure that pace and challenge meets the needs of all students.
- Keep abreast of curriculum developments and changes in the subject areas that they teach.
- Integrate new technologies to enhance learning.
- Ensure learning is clearly scaffolded.

- Employ a variety of teaching methods and approaches to engage all students in the class and keep the learning 'alive'.
- Utilise a wide range and variety of resources.
- Explicitly share challenging but achievable learning objectives and learning outcomes with students.
- Model learning and the learning process in the delivery of lessons.
- Establish a safe learning environment where it is understood by all that making mistakes is an essential element of the learning process.
- Create learning opportunities which allow a high degree of active student involvement.
- Strive to create positive working relationships with all students.
- Create a celebration culture where the success of all students is recognised in some form.
- Reinforce high expectations and aspirations of all students in a 'can do' culture.
- Be a reflective practitioner.
- Employ a range of questioning approaches and allow students adequate processing time.
- Encourage students to ask quality questions.
- Draw on the expertise and experience of colleagues.
- Create a learning environment where displays are vibrant, relevant and aid learning.
- Set regular and productive homework tasks.

For engaging and effective learning to take place, the school expects students to:

- Arrive to lessons punctually with the expected equipment for learning.
- Listen attentively to the ideas and views of all members of the classroom.
- Be responsible and organised.
- Be willing to make mistakes and learn from those mistakes.
- Be willing to experiment and to take risks.
- Be willing to take an active role in lessons.
- Be willing to challenge themselves to learn in ways which might be outside of their preferred learning styles.
- Use digital technologies responsibly.
- Seek to create positive working relationships with teaching staff.
- Be open to considering and researching ideas, cultures and ways of thinking which they have not previously encountered.
- Be tolerant citizens.

5 MONITORING OF TEACHING AND LEARNING

Teaching and learning will be monitored through:

- Formal and informal lesson observations
- Student voice and conversations with students
- Student observations
- Learning walks
- Schemes of Learning
- Work scrutiny

Equalities impact assessment considered

LITERACY GUIDELINES

INTRODUCTION

“If standards of achievement are to be improved, all teachers will have to be helped to acquire a deeper understanding of language in education. This includes teachers of other subjects than English, since it is one of our contentions **that every school should have an organised policy for language across the curriculum, establishing every teacher’s involvement in language and reading development throughout the years of schooling.**” The Bullock report – A Language for Life (HMSO 1975)

In the context of this document the term “literacy” is used to embrace all aspects of language development – reading, writing and speaking and listening.

PURPOSE, SCOPE AND AIMS

Literacy underpins the school curriculum by developing students’ abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All departments and all teachers have a crucial role to play in supporting students’ literacy development.

AIMS

- support students’ learning in all subjects by helping teachers to be clear about the ways in which their work with students contributes to the development of students’ communication skills;
- develop a shared understanding between all staff of the role of language in students’ learning and how work in different subjects can contribute to and benefit from the development of students’ ability to communicate effectively;
- recognise that language is central to students’ sense of identity, belonging and growth;
- raise students’ own expectations of achievement, thus raising standards;
- develop students’ confidence and self-expression;
- promote knowledge and understanding of the students’ standards of achievement and assessment in speaking and listening, writing and reading, and the identification of any areas of strength and weakness.

Aims of the three language modes

Although ‘Literacy’ can be divided into three sections: Speaking and Listening, Reading and Writing, we recognise that these three language modes are interdependent.

Speaking and listening

Talk is our main means of communication in everyday life and is fundamental to the development of understanding. We want our students to develop increasing confidence and competence in speaking and listening so that they are able to:

- clarify and express their ideas and explain their thinking;
- adapt their speech to a widening range of circumstances including paired and group discussions and speaking to a larger audience;
- use varied and specialised vocabulary;

- speak for a range of purposes e.g. to narrate, to analyse, to explain, to reflect and evaluate;
- listen with understanding and respond sensitively and appropriately.

Reading

We want our students to enjoy reading, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- read fluently, accurately and with understanding;
- become independent and critical readers and make informed and appropriate choices;
- select information from a wide range of texts and sources including print, media and ICT and to evaluate those sources;
- apply techniques such as skimming, scanning, and text-marking effectively in order to research and appraise texts.

Writing

Many lessons include and depend on written communication. We want our students to develop increasing confidence and competence in writing so that they are able to:

- write in a variety of forms for different purposes e.g. to interpret, evaluate, explain, analyse and explore;
- develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently;
- present their writing clearly using accurate punctuation, correct spelling and legible handwriting;
- apply word processing conventions and understand the principles of creating multi-media text.

RESOURCES

We should aim to provide:

- displays of reading material relevant to the topic or national curriculum subject and of relevant vocabulary;
- relevant material at appropriate levels of interest and difficulty and from a range of text types;
- reading material of high quality which is up to date, relevant, and balanced in its presentation of ethnicity, culture and gender;
- access to school and public libraries and to ICT sources of information;
- access to appropriate audio visual equipment;
- a classroom environment which is conducive to good literacy practice;
- wider reading to develop and stretch and support approaches to texts.

Assessing Literacy across the Curriculum

- When assessing students' work across the curriculum we should value their oral contributions and listening skills alongside their reading and writing.
- We should take into account students' performance in speaking and listening, reading and writing when assessing and reporting on students' progress in subject areas.
- When setting writing tasks we should make explicit to the students the key features of language which will be considered.

When responding to students' work we should:

- make comments which are positive and supportive;
- target specific areas for improvement (a selective and focussed identification of errors);
- offer guidance on how to achieve the short-term targets set. For example, whilst “improve your spelling” is unhelpful and vague, the identification of a particular spelling error e.g. doubling of letters before adding ‘-ing’ is specific and presents the student with a target which can be addressed;
- give priority to content, ideas, organisation and meaning above secretarial features;
- create opportunities for students to reflect on the quality of their own work and for peer assessment.

NUMERACY GUIDELINES

INTRODUCTION

The Trust is committed to raising the standard of numeracy of all of its students; we want our students to be confident and capable in the use of numeracy in all areas of the curriculum and to acquire the skills necessary to help achieve success in further and higher education, employment and adult life.

“Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data is gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.”

(Framework for Teaching Mathematics – yrs 7 to 9 – DfE)

Numeracy contributes to and draws from many subjects and aspects of the curriculum. It is important that all students develop the ability to apply numerical understanding and skills confidently to solve problems in a variety of curriculum contexts and to cope with the practical mathematical demands of everyday life. Pupils can be helped to appreciate the importance of mathematics in their lives by making these links explicit. For example if it is known how mathematics is applied in other subjects and colleagues are asked to exemplify applications for use in mathematics lessons, it will be possible to provide contexts which pupils know and understand. As such, mathematics becomes a key-skill in the curriculum and also a life skill.

OBJECTIVES

- To promote numeracy across the curriculum, developing a whole school approach to the learning of numeracy.
- To raise expectations and aspirations of all students to foster a positive approach to numeracy.
- To ensure that the teaching of numeracy is consistent and accurate in all subjects, allowing students to transfer mathematics skills across subject areas.

RAISING STANDARDS OF NUMERACY – STRATEGY

- Numeracy within the Trust will be audited and mapped, identifying where numeracy is used across the curriculum and ensuring that mathematics schemes of work dovetail with other faculties' use of key maths skills. This will enable all students to have been taught the appropriate numeracy skills in mathematics lessons by the time they are needed for work in other subject areas.
- Numeracy in all schemes of work will be indicated, with key vocabulary and methods identified. Teachers will be aware of the correct mathematical language, notation, conventions and techniques relating to their own subject and can encourage students to use these correctly.

- Teachers will be made aware of how particular skills in mathematics lessons are taught, so that students can be encouraged to utilise these skills in their subjects. This will increase awareness amongst teachers and students of the contribution that mathematics makes to each curriculum area and will promote consistent numeracy teaching.
- In maths lessons cross curricular examples will be used, allowing pupils to apply and understand mathematics in context wherever possible, linking numeracy to other subjects.
- Information will be provided about appropriate expectations of particular groups, which will help teachers understand what numeracy skills students have been taught. This will help with numeracy in lesson planning, identifying possible difficulties likely to be experienced in various age and ability groups.
- To promote numeracy across the school/academy, faculties are encouraged to have numeracy focused displays linking numeracy and their subject. Numeracy posters and signposts will also be displayed around the school to raise awareness of the use of numeracy throughout the curriculum.
- A document will be produced explaining the key methods used to teach numeracy within the Trust. This can be used by: staff to help their understanding of current methods of maths teaching, by students as an additional resource and by parents so that they can help their children with numeracy.

IMPLEMENTATION

Successful implementation of this policy is dependent on the extent to which we:

- Take account of the needs of all student, with regard to ethnicity, gender, ability and social and cultural factors.
- Structure lessons appropriately in ways that support and stimulate language development and show how learning objectives for students are to be achieved.
- Recognise how resources will be organised and used to support this teaching.
- Monitor and evaluate the impact of common goals and clear, shared expectations of students' developing numeracy ability and, specifically, establish whether targets have been achieved.

We should:

- Expect a high standard of presentation in students' finished mathematical work.
- Ensure student access to the appropriate mathematical equipment in all lessons that feature elements of numeracy (eg set squares, protractors, rulers, calculators, compasses) and encourage their use.

RESOURCES

We should aim to provide:

- A classroom environment which is conducive to good numeracy practice.

ASSESSING NUMERACY ACROSS THE CURRICULUM

- Where numeracy skills have been employed in students' learning, this should form part of the assessment of the learning of the 'home subject' and evidence of this should be present in student exercise books, folders etc.

When responding to students' work we should:

- Make comments which are positive and supportive.
- Target specific areas for improvement (a selective and focussed identification of errors).
- Give guidance on how to achieve the short-term targets set.
- Create opportunities for students to reflect on the quality of their own work and for peer assessment.

HOME LEARNING

Purpose

The purpose of Home Learning is to promote learning beyond the school day as an essential part of good education. Home learning not only reinforces classroom learning, it also helps children and young people to develop skills and attitudes that they need for successful lifelong learning. It should support the development of independent learning skills, including the habits of enquiry and investigation, and it should help to foster the role of parents and carers as co-educators of their children. We will make every effort to combat disadvantage, for example by considering the need for after-school study support with access to resources such as ICT and mentoring.

Consultation

Parents, staff and students were consulted. The allocation of time to be spent on home learning at each key stage has been informed by previous DfE guidelines.

Relationship to other policies

Home school agreement

Roles and responsibilities of the Headteacher and other staff

The **Headteacher** will ensure that home learning is:

- an integral part of the curriculum and is planned and prepared alongside all other programmes of learning
- appropriate to the age, ability and circumstances of the students, taking into account special educational needs
- coordinated in order to be manageable for children on a daily basis

Teachers will ensure that:

- students and parents are given a timetable for home learning at the start of each year
- home learning is set and marked in line with guidance and agreed standards
- tasks are suitable and accessible for students of all abilities
- it is clear to students how their home learning consolidates and extends the work they are doing in school.

Students will be required to record the home learning tasks in planners, ensure their understanding of them, and demonstrate a commitment to spending a suitable amount of time completing the tasks set to the best of their ability. They will return their work on time and inform their teacher in advance if an issue arises. Where a student requires support with recording or understanding their home learning, this will be provided.

Parents will encourage and monitor home learning and inform their child's teacher in advance if an issue arises.

Arrangements for monitoring and evaluation

Senior and middle leaders will monitor home learning by checking schemes of learning, students' work and student planners. Parents may be consulted about home learning as part of school self-evaluation, and the leadership team will review the effectiveness of this policy in line with the school review schedule.

The Governing Body will be able to monitor and evaluate home learning provision through the evidence of faculty reviews.