



## **Teaching and Learning Policy**

**Date Passed to Governors:** October 2018

**Approved by Governing Body:**

**Date of Next Review:**

## **Introduction and Rationale**

*'Achieving excellence with care'.*

Longfield Academy is committed to ensuring high quality teaching and learning is continuous and consistent to ensure that all of our pupils are able to achieve their full potential. Our mission is to ensure the following aims are met, to ensure Longfield pupils' become genuine lifelong learners:

- Interests and motivates, both through its content and its range of teaching and learning styles.
- Enables pupils to develop the knowledge, understanding and skills upon which they can build according to their interests and abilities.
- Allows pupils to make progress at a challenging pace and which also allows for the development of special aptitudes.
- In addition to fulfilling national requirements, will also meet the broader needs of our children in an ever changing world.
- The provision and maintenance of an environment in which ALL pupils can achieve success, and where all pupils are valued and respected and extend the same value and respect to others.
- The development of a concept of learning as a desirable, lifelong and enjoyable process.
- Teachers are also supported to be lifelong learners in ensuring a continuing focus on their own professional development in terms of their practice as a teacher.

The school's own CPD programme encourages staff to be reflective practitioners who strive to provide a climate where good practice is continually built upon and shared. The purpose of this policy is to provide staff and pupils the opportunities to achieve their full potential by promoting a positive approach to learning.

## **Lesson Expectations**

To ensure behaviour for learning has a solid foundation, basic lesson expectations are to be met at all times.

Before the lesson:

- A seating plan is to be created via Class Charts and will identify specific pupil needs e.g. SEN, EAL, Disadvantaged Pupils, LA, G&T. This is to be kept in the 'Pupil Progress' folder which is to be locked in the teacher's desk.
- Alongside the seating plan, a spreadsheet of the class data should be stored in the 'Pupil Progress' folder, which is to be locked in the teacher's desk.
- All lessons are planned to meet the needs of the class and the individual pupils within it.
- All materials for the lesson will be prepared in advance and be available to use.
- The classroom will be a well ordered and tidy environment that encourages learning.

During the lesson:

- The teacher will uphold all elements of the Classroom Values Charter.
- There will be precise learning objectives for the lesson and these will be communicated clearly when appropriate.
- Learning will begin promptly with no dead time; an engaging starter should establish pace and allow learners to link prior and future learning.
- Where appropriate, Longfield Stations will be used to ensure maximum pupil progress and the Longfield Station ethos will be evident in all lessons.
- Emphasis should be on pupil led tasks to ensure active learning and full pupil engagement.
- A range of teaching strategies should be utilised to take account of the needs of different learners.
- The topic studied will be made to be interesting, relevant and exciting for pupils.
- Work will be challenging for all pupils and maintain their engagement.
- An appropriate pace will be maintained that ensures time is well used throughout.
- High standards of effort, accuracy and presentation will be insisted upon throughout.
- A review of the learning in the lesson will take place at its conclusion, in addition to the ongoing reviews of learning that will have been incorporated throughout.
- Regular use of peer and self-assessment will be an integral part of lessons. Teacher feedback will clearly identify next steps.
- The setting and recording of homework should take place in the first part of the lesson. Pupils should record the task, date for submission in their planners.
- Pupils will be praised for their efforts and achievement in a wide variety of ways, including through the use of whole school systems (Class Charts).
- Prompt action will be taken to address poor behaviour in a wide variety of ways, including through the use of whole school systems (Class Charts).
- At the end of the lesson, when the bell goes, pupils will be supervised as they are dismissed in an orderly manner.
- The teacher will ensure that the classroom is left as a well-ordered environment that will support pupil progress in the next lesson.

After the lesson:

- Any issues arising from the lesson will be dealt with promptly and appropriately before the next lesson, ensuring potential barriers to learning are addressed.
- Work that is to be marked and returned to pupils will be marked in a timely manner, following the Longfield marking policy.

### **Lesson Planning**

The basic expectations are that, all lessons are unique for the individuals within the classroom to ensure their specific needs are met. Effective lesson planning can support us to ensure that all pupils achieve success and the key principles of our school approach to lesson planning are (NB: in bold are the key terms which structure the Longfield Lesson Plan, to create a planned learning sequence that clearly supports pupils to make rapid progress):

- The learning objectives for the lesson, are clearly displayed to the pupils.
- The lesson will **connect** with the pupils from previous learning or experiences.
- The lesson will **activate** the pupils and scaffold their learning fruitfully.
- The lesson will allow the learners to **demonstrate** their learning.
- A **consolidation** period will allow the pupils to reflect on their learning.
- An indication of what ‘outstanding’ progress will ‘look like’ in the lesson.
- Evidence of the teacher planning to meet the specific needs of pupils in each lesson.

Whilst there are instances where the whole school lesson plan format should be used (further details are below), teachers can provide the information above in any appropriate written format or through the quality of the lesson presentation that is in place for the delivery of the lesson.

Teaching staff must use the school lesson planning format on the following occasions:

- During the course of any school inspection process (when the lesson plan will support the person observing to better judge the progress made by pupils in the lesson).
- For any planned lesson observations.
- Where the Subject Leader has identified concerns about the quality of planning currently in place and therefore needs to monitor this.
- For all NQTs when they join the school – this arrangement is reviewed during the course of the NQT year as appropriate.

### **Marking of Pupil Work**

Teachers need to ensure that pupils are provided with regular, high quality feedback that supports each individual to make rapid progress. It must be stressed that high quality teacher feedback will at times involve written teacher comments, but that this will not always be the case. The key factor in determining the quality of teacher feedback is whether or not it has a positive impact on pupil progress.

All teaching staff must ensure that they follow the school’s Marking Policy to ensure that this high quality feedback is provided and also if there are any additional subject specific guidance, this is also in place.

Central principles to the school’s approach to the written marking of pupil work are:

- Teacher feedback will be provided in a timely manner and with an appropriate degree of regularity, relating to the nature of the subject and the amount of curriculum time that is allocated.
- Teacher feedback will enable pupils to identify the areas of strength of their work and provide precise guidance about how the work can be improved.
- Teachers will insist on high standards both in terms of the quality of pupil written work and the way in which it is presented.
- Teacher feedback will have a significant positive impact on pupil progress and teachers will therefore ensure that there is meaningful pupil engagement with all written feedback.

## **Longfield Station** (*NEW\* plan for the four-year improvement journey*)

Our teaching and learning policy is informed by the Longfield Station ethos and in practice, the Longfield Station means:

For teachers: Teachers being supported to think consciously and reflectively about their practice and understanding a range of thinking tools that can be used to support maximum pupil progress where appropriate.

For pupils: Pupils developing the ability to think for themselves, including the development of an understanding of a range of thinking tools that they can use to support their own progress.

The key stations that link our Longfield Station journey are below and cover our four-year improvement plan:

### **L – *Liaise***

- Cross collaboration of subjects and continuous high standards of literacy and numeracy in all subjects.
- Communicate learning vocabulary in all subjects to encourage higher order thinking terminology.
- Feedback to the pupils (see the ‘Marking of Pupil Work’ for more detail).

### **E – *Engage*** (*CPD 2018 – 2019 agenda*)

- Develop new questioning strategies.
- Explore Knowledge IT mats, TEEP, visual, verbal, kinaesthetic styles.
- Produce fruitful lesson plans (see ‘Lesson Planning’ for more detail).

### **A – *Approach*** (*CPD 2018 – 2019 agenda*)

- Different approaches to develop Deep learning.
- Allowing the Three Storey Intellect to define the development of learning.

### **R – *Resilience***

- Push independence for classwork and homework.
- Develop revision strategies to aid the pupils with assessments and exams.

### **N – *Network***

- Build on the community of practice.
- Sharing knowledge between departments and schools.
- Weekly CPD to support constant improvement.

It is an expectation that all teachers ensure their familiarity and expertise in using these approaches and are therefore able to do so whenever it is appropriate, ensuring maximum pupil progress is made.

## **Learning Walks and Lesson Observations**

At Longfield Academy, learning walks and lesson observations have the primary purpose of supporting teaching staff with the ongoing development of their teaching practice and achieve this because:

- These processes help us to ensure that there is a clear understanding of standards of teaching and learning at a whole school, subject and individual teacher level.
- Effective practice can be identified and then shared / built upon across the school.
- Practice that requires further development can be identified and measures then be put into place to enable this to happen.

### **Learning Walks**

Learning walks will be used to aid the development of Teaching and Learning. Learning walks take place as follows:

- Learning walks will take place twice every academic year by SLT.
- The observer will stay in each classroom for approximately 20 minutes.
- No lesson plan or data is required during a learning walk.
- Teachers will be aware of the learning walk period but not the actual lesson that will be seen.

### **Lesson Observations**

Formal lesson observations will be used to aid the development of Teaching and Learning. Lesson observations take place as follows:

- The majority of staff will receive two lesson observations each academic year and these will be carried out by an appropriate member of staff who has been trained in the school's approach to conducting lesson observations.
- Lessons to be observed will be agreed in advance and should be representative of the observed teacher's teaching commitment during the academic year.
- A school lesson plan should be completed and passed on to the observing teacher at the start of the observed lesson, alongside appropriate data for the class.
- Lesson observations will each last for a period of approximately 30 minutes and this period of time will be used by the observing teacher to gather evidence of the progress that the class have made with the observed teacher over time. Where necessary, further scrutiny of pupil work or conversations with pupils will take place after the lesson.
- A full debrief meeting will take place after the observed lesson between the teacher observed and the observing teacher and written feedback will be provided. As well as a discussion of the lesson judgement made, feedback relating to the strengths of the teacher's practice and ideas for development will also be considered.
- NQTs will receive 6 observations across the academic year (one each half-term) and these will last for a period of 60 minutes and their primary focus will be to assess the progress of the NQT in meeting the teaching standards and to support them in the further development of their practice.

### **Book and Work Scrutinies**

- Book scrutinies will be managed by HoDs half termly, the collating of findings from book/work scrutinies will form a regular part of the departmental self-evaluation process.
- HoDs will follow the book scrutiny guidance to aid their monitoring as part of the department Health-check meetings.

### **Ongoing Development of Teacher Practice**

All staff at Longfield Academy are supported to ensure high standards of teaching and learning through a variety of processes in school and these include:

- Whole school, faculty and personal development CPD sessions that focus on the development of practice in relation to the identified teaching and learning priorities for the academic year.
- Teachers are supported to take ownership of their own development of teaching practice that develop their Teaching Standards by continuously updating their Teaching Standards Audit.
- Where school monitoring processes identify teaching staff who require additional support to reach our high teaching standards, a support programme that is tailored to their specific development needs is then put into place and monitored rigorously to ensure impact.
- Staff will have the opportunity to attend CPD courses that focus on their exam board and PiXL.

### **Evaluation**

To ensure the mission of meeting all our aims is monitored, the following will take place:

- The HT will provide regular reports to the Board of Directors on the standards of teaching and learning within the school.
- LT 'walkabout' timetable allows for consistent monitoring of standards.
- Lesson observations will be conducted by LT and appraisal managers, who have had school training on lesson observations. Feedback will be used to inform departmental action planning and self-evaluation. Whole school priorities will be identified.
- Departments will have the opportunity to benefit from subject 'Health Checks' by representatives from Durham SLA and the LT.
- Pupil, staff and parent questionnaires are completed biennially. This will be followed up with confidential discussion forums. Feedback will be used to inform departmental action planning and self-evaluation. Whole school priorities will be identified.
- The HoD is responsible for:
  - Monitoring the implementation of this policy across the department.
  - Regularly discussing items related to Teaching and Learning at Curriculum Meetings.
  - Highlighting and disseminating effective Teaching and Learning practices within and across departments.
  - Evaluating the quality and appropriateness of homework and marking.
  - Collating the findings from book and work scrutinies to form a regular part of the departmental self-evaluation process.