



TEACHING AND LEARNING POLICY

Ratified by Governors/Principal:	Principal
Current ratification date:	Autumn 2015
Review frequency:	Two years
Next review date:	Autumn 2017
Responsibility of:	Donna Butcher

RATIONALE

Providing high quality teaching and learning is the core purpose at Freebrough Academy. We are committed to providing a broad and balanced curriculum that engages all learners and equips them with the knowledge, skills and understanding to have the best life chances.

Our inclusive approach to teaching and learning ensures everyone is a valued learner; everyone has the opportunity to succeed. We have invested in and embedded evidence-based CPD - TEEP (Teacher Effectiveness Enhancement Programme) to innovate teaching and learning and embrace the belief that it is quality teaching that will give our students the greatest opportunity to fulfil their potential. We know that every lesson counts and are dedicated to ensuring that precious learning time is maximised.

Beyond the classroom, we provide opportunities through home learning and an enrichment programme for students to develop further their learner habits and qualities that they will need to succeed.

LEARNING EXPERIENCES – CLASS TEACHER EXPECTATIONS

We believe that creating a climate for learning based on mutual respect and providing students with the role models, the encouragement, guidance, support and challenge will ensure that they make excellent progress every lesson. This is achieved through:

- Ensuring that teachers and learners have the highest aspirations for student achievement and that teachers instil confidence into their learners
- Creating a safe environment that is orderly and tidy and conducive to a positive learning experience where high standards of behaviour are established and students are eager to learn
- Planning and delivering engaging and interesting lessons that are informed by student data and effectively challenge and support all students' knowledge, understanding and skills regardless of starting points
- Explicit use of the TEEP framework and learning cycle to provide consistency for learners that equips them with the skills to articulate how they are learning as well as what and why
- Articulating the purpose of the learning and making objectives and outcomes explicit to students
- Making explicit reference to assessment criteria so that students are fully aware of what is expected of them and what they have to do to achieve this
- Using strategies that give opportunities for students to be actively involved in their learning and make decisions on deploying strategies that will maximise their own progress
- Producing strategies and resources that are well matched to students' learning needs which provide opportunities for them to make outstanding progress
- Differentiating the learning so that all students can access the learning and maximise their progress
- Effective and regular assessment of progress that gives students precise feedback on what they need to do to improve with opportunities to act upon the feedback (see Marking and Feedback Policy)
- Developing reading, writing, communication and, where appropriate, mathematical skills effectively so that all learners can access the learning and make outstanding progress

- Providing rich and varied opportunities for students' development of spiritual, moral, social and cultural understanding within the context of the lesson
- Ensuring that students' presentation of work is of the highest standards and in line with Academy policy
- Providing purposeful home learning tasks that develop, consolidate or extend students' learning (see Home Learning Policy)
- Teachers having the opportunity to develop their own subject knowledge and pedagogy by accessing the best practice in teaching and learning through personalised CPD (see CPD Policy)
- Involving parents in the learning by developing good lines of communication to provide regular and accurate reports on progress

QUALITY ASSURANCE - EXTENDED LEADERSHIP EXPECTATIONS

To quality assure the standard of teaching and learning, a robust MER (Monitoring, Evaluation and Review of the quality of teaching, learning and assessment) process is in place. Senior and Middle Leaders share responsibility for ensuring that all students have compelling learning experiences and are making at least good progress. This is achieved through:

- 360 approach to MER that comprises four aspects of teaching and learning that are weighted to provide an overall judgement
- Joint lesson observations (20% of the judgement), joint planning scrutiny (25% of the judgement), joint marking and feedback scrutiny (30%) and discussions with students on their perceptions and experience (25%). These are carried out by Senior and Middle Leaders who provide timely feedback on strengths and areas for development
- Ensuring that MER findings are used to identify effective practice and share this with colleagues at Faculty and Whole-school CPD
- Ensuring that where the quality of teaching is not of a high enough standard that personalised CPD is identified and actioned expediently to support teachers to make rapid improvements (see CPD Policy)
- Regular and robust Progress Review Meetings where class teachers are held to account for the progress of all students in their classes
- Performance Management process that explicitly addresses the quality of teaching and learning through the setting of objectives and performance criteria in Career Stage Expectations (see Performance Management Policy)

CPD

This policy should be read in conjunction with the CPD Policy, assessment policy, marking and feedback policy and performance management policy.