



THE ACADEMY OF
ST NICHOLAS

Teaching & Learning Policy

Review Period	Annually
Person Responsible for Policy	Head of School
Governing Committee	Full Governing Body
Date of Governor Approval	15 th March 2018
Date for Review	March 2019

Rationale

Every student at The Academy of St Nicholas is provided with an equal opportunity to learn in order to achieve his or her full potential. This is crucial to our central aims of raising achievement, developing a thirst for learning, promoting social inclusion and creating future opportunities for all students. Lesson planning, teaching and the curriculum will be high quality and effectively meet the needs of all students. Ensuring quality first teaching is the prime focus of All Saints Multi Academy Trust in their drive to improve outcomes and the life chances of students at the academy.

Reflection and self-evaluation are central to whole school improvement. It is the responsibility of all staff and students to evaluate their own performance and thereby continually strive to improve.

By knowing and understanding current performance, all in the school community can share strengths, identify potential for improvement and develop knowledge skills and understanding towards a shared vision of continued excellence.

The Academy aims are:

- To create and maintain a culture of high expectations for all students in order to raise their aspirations.
- To meet the needs of all students and ensure they learn in a variety of ways and through challenging learning experiences.
- To ensure that high standards of teaching meet the needs of all learners to enable all students achieve their full potential.
- To provide a broad, balanced bespoke curriculum in line with national expectations and exam board specifications to motivate, engage and challenge students and prepare them for life-long learning beyond school.
- To encourage personal responsibility and accountability for learning as well as a love of learning for all in the school community.
- To provide a stimulating learning environment where students feel safe and valued and where the achievements of all are celebrated and reported.

Academy: Planning for Progress, Every Lesson Counts

To ensure all lessons are delivered to a consistently high standard, all teaching and student facing staff have a common set of expectations for all learning experiences. These can be accessed in the Academy Standard Operating Procedure for Teaching and Learning. This forms an appendix to this policy.

Teachers are expected to plan lessons where:

- Students' data, on-going assessment and national progress rates inform classroom planning, teaching and intervention.
- The pitch and challenge within lessons is sharply matched to students' needs.
- Assessment for learning strategies are evident at all times including differentiated learning outcomes and success criteria.
- Immediate engagement and visible learning are integral to all lessons.
- Active questioning promotes deep learning.
- Literacy and oracy are modelled and valued.
- Assessment, feedback and marking are regular and informs all planning.
- Student response and improvement following teacher feedback is evident in all learning journeys.

Teaching Responsibilities

Teachers should plan lessons which:

- Have clear learning objectives and progressive outcomes which students understand and use to assess their learning and progress.
- Differentiate learning to meet the needs of all students by task, resources, outcomes and/or method. Ensure assessment for learning practices are a common feature of all learning provision
- Use assessment data including prior attainment data to ensure timely intervention in lessons
- Incorporate a range of teaching strategies and use stimulating resources which are well matched to students' learning styles.
- Adopt appropriate pace, check student understanding and ensure effective challenge through questioning.
- Create opportunities for interactive activities that promote independent learning, metacognition, problem solving, decision-making, analysis, higher order thinking skills and application. Plan opportunities for students to practice these in different contexts.
- Are enjoyable, varied interesting and evoke an enjoyment of the subject and learning.
- Incorporate the schools literacy and numeracy policy with a strong focus upon oracy development.
- Make the most of other professionals by involving them in the planning process where possible.
- Provide verbal feedback and set realistic targets.
- Mark/assess work constructively using the academy marking policy and provide subject specific comments that help students to understand what they need to do next to achieve or exceed their minimum target grade.
- Allow students adequate time to review and reflect upon feedback and their progress.
- Involve students in planning the next steps in their learning.
- Demonstrate effectively that students are making progress over time.
- Liaise with other professionals in the academy in All Saints Multi Academy Trust and other external partners to break down barriers to learning.

Assessment, Recording and Reporting (for further details please see Assessment Policy)

Teachers should:

- Use formative and summative assessment to evaluate students' work regularly according to the school assessment policy.
- Use analysis of all assessments to inform their teaching and support students' progress.
- Use high quality written and oral feedback to provide students with a clear framework they can use to improve their work.
- Use assessment for learning as the basis of a dialogue with students that motivates them to make continued progress.
- Use standardised data from formal testing to ensure students' are working at their full potential and set targets to achieve this.
- Regularly inform parents and appropriate colleagues within school of students ' progress or underachievement.
- Use appropriate praise to celebrate students' progress in their learning.

Learning Support (For further clarification see relevant SEN D /inclusion documentation)

Teachers should:

- Be aware of the specific learning needs of their students e.g. literacy, dyslexia, gifted and talented.
- Consult with SENCO about the needs of individual students when appropriate.
- Work with Teaching Assistants and other adults to ensure students are best supported in their learning.
- Use education support plans as working documents.

Continuing Professional Development

Teachers should:

- Update their subject knowledge and teaching practice in line with current developments and initiatives.
- Discuss teaching and learning at departmental meetings in order to share good practice and where possible observe best practice across the academy.
- Plan their own CPD programme in conjunction with their Curriculum Leaders as an integral part of the performance management process.

Monitoring and Evaluation of Quality of Teaching and Learning

Teaching in the academy overall is based upon the impact it has upon students' progress over time. Evidence is collated half termly by triangulating from the following:

- Student progress data
- Work scrutiny
- Quality Assurance or Appraisal observation
- Lesson visits
- External review as part of Teaching and Learning review weeks

All Leadership Teams

The leadership team is responsible for ensuring effective teaching and learning throughout the school, evaluating students' progress and setting targets for improvement.

This is achieved by:

- Ensuring all leaders in the academy act as role models in all aspects of teaching and learning.
- Creating a culture where colleagues aspire to outstanding teaching and learning.
- Inspiring, motivating and encouraging colleagues in their aspirations for outstanding Teaching and Learning
- Regularly analysing and evaluating the teaching and learning over time across the school, and using this analysis to identify and share effective practice tackle underperformance. This will be dealt with through appropriate policies including the Appraisal policy.
- Ensuring all leaders are held accountable for the performance of their teams.
- Ensuring that teaching and learning is the primary focus of meetings as identified in the school calendar.
- Using external agencies where appropriate to quality assure teaching and learning
- Ensuring that the mechanism for monitoring and evaluating teaching and learning is a transparent and supportive process that empowers colleagues to develop their professional skills.
- Identifying high quality training and development opportunities that will meet the needs of all colleagues, both from within the academy and via external partnerships and local outstanding schools.

Heads of Department

Heads of Department are responsible for the effective teaching of their subjects, evaluating student progress and setting targets for improvement.

This is achieved by:

- Evaluating the planning, teaching and learning of their subject over time and in individual lessons, identifying underperformance and taking steps to address this. Sharing effective practice and ensuring this leads to improved performance of staff and students.
- Sharing evaluations with the senior leadership team.
- Ensuring curriculum coverage, continuity and progress for all students
- Establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement
- Analysing and interpreting data on students' performance against school expectations and other comparative data
- Setting expectations, targets and implementing actions for the achievement of individual students and Sub groups
- Monitoring students' work (e.g. by sampling of homework, classwork, students' responses and attitudes) in order to ensure quality, consistency and to implement strategies for improvement
- Observing department members in line with the schools quality assurance process and giving constructive feedback in order to inform continued improvements
- Managing support staff
- Continuing to ensure the department is resourced effectively in order to provide high quality teaching and learning.
- Keeping abreast of Ofsted recommendations nationally and in their subject areas

Governors

- Monitoring of outcomes and strategic planning to ensure academic success for all students

Visible learning in our classrooms: 'Making Every Lesson Count'

Below are the expectations for lessons to ensure that students have consistency in their learning. Staff will plan their lessons in their preferred manner, in order to ensure progress is maximized.

At the start of lessons: 'Create your Culture'- High expectations

- Teachers will **'Meet and greet'** students promptly at the classroom door. Entry into the classroom will be swift. Teachers will check students' uniform is correct no students are chewing. Planners and equipment should be out on desks, bags on floor. Students should sit in a seating plan (subject to change/differentiated groupings)
- **Do Now:** Students should have an **"Instant Engagement"** activity as soon as they step into the classroom to 'hook' them into their learning, 4-5 minutes. Resources and equipment should be appropriate and ready.
- **The register** should be taken as soon as possible within the lesson and within the first 8 minutes of P4

In the Lesson: 'The St Nicholas Standard'

- **Context:** Students should know 'What they are learning' linking to previous learning/bigger picture.
- **Clarity and quality of instruction** so that students are clear what to do and how long they have.
- **Differentiation and challenge** will scaffold and meet the needs of all students throughout the lesson. Use of differentiated success criteria, questioning, Blooms Taxonomy and other methods such as resources, writing frames, groupings, and student led teaching, learning and discussion; feedback, challenge walls will aid students learning.
- **Questioning** will effectively link to teaching points (especially higher order questioning, Blooms stems). There will be evidence of Planned questions for HAPs, LAPs, SEN, PP. Established questioning rules e.g. will be clear, eg think pair share, no hands up, numbered heads together The big question. Teachers will allow thinking time, planning time, white boards, group responses. They will insist on full sentences with no one word answers. They will bounce, extend and reward good answers.
- **Modelling, explanation, demonstration** will ensure that students know how to apply knowledge and skills. This includes modelled answers (including on the visualiser), practical demonstrations, breaking questions down, teaching by example; tackling the misconceptions students should avoid.
- **Literacy and oracy:** Key vocabulary of the lesson and literacy objectives will be shared. Teachers will expect full sentences, use of key vocabulary and connectives. Students will use literacy mats, writing frames and scaffolds where appropriate. Teachers and adults will model good language.
- **Visible learning:** Learning techniques will be appropriate to each group to maintain motivation engagement, active learning, accountability and enjoyment. This may involve independent learning, student led learning, risk taking, secret missions, white boards, video clips, debating.
- **Vibrant learning environment** will enhance learning including literacy walls, teaching walls, challenge walls and exemplar work.
- **Assessment for Learning/Feedback:** Teachers should monitor student progress and use the information to adapt teaching, deepen subject knowledge, understanding and development of skills. Targeted teaching in class by teacher and LSA's will ensure support for focus groups and individuals.
- **Student accountability and pace:** Prove it time. Students will be expected to demonstrate their learning in the lesson and over time: This can be achieved via questioning, show me techniques, use of visualiser, questioning, white boards, magic wallpaper, exit ticket, timed activities, plenary.
- **Homework** will be purposeful and set in line with the Homework timetable. This should be labelled.

At the end of lessons: 'Maintain the Culture'

- Students should be dismissed promptly in an orderly fashion and must not be allowed out before the bell.
- Classrooms will be left by students/staff in a tidy manner. ICT equipment will be checked and misuse reported.