

Enterprise South Liverpool Academy Teaching and Learning policy

The sponsors' mission is that the Enterprise South Liverpool Academy (ESLA) equips all members of its learning community with the values, skills and attributes they will need for personal success and well-being in a multi-cultural society and global economy

Also to significantly contribute to community cohesion and regeneration as a centre of learning to provide support, training and business opportunities for the benefit of all local people.

*The **Enjoyment of Learning**, the opportunities provided through the **Enterprise and Business and Languages for Business** specialisms and a culture that reflects **Christian Values and Principles** are the core characteristics of the Academy. These complementary core elements are evident in everything the Academy does and represents.*

APPROVED DATE	February 2015		
REVIEW DATE	February 2016		
SIGNED HEAD OF SCHOOL		PRINT NAME	KEVIN UNSWORTH
SIGNED CHAIR OF GOVERNORS		PRINT NAME	KEITH SEXTON

Teaching and learning Policy

Rationale

Every student at Enterprise South Liverpool Academy will be given 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 and learning styles of all students.

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 Non Negotiables: Planning for Progress

To ensure all lessons are delivered to a consistently high standard, all teaching and student facing staff have agreed a common set of expectations for all learning experiences.

These are:

- Students' data, on-going assessment and national progress rates inform classroom planning, teaching and intervention.
- 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.

All teachers are required to keep a classes profile or annotated seating plan for all teaching groups. These identify subgroups and inform the planning of all lessons to ensure student targets and individual needs are met.

Lesson planning should evidence a sound knowledge of the following:

- KS2 baseline data for students
- Information relating to PP SEN D, HAP, MAP, LAP, EAL, gender (these are colour coded)
- Expected levels of progress based upon a minimum of 3 levels from the end of KS2
- SEN D information provision and linked document information from SENCO
- The individual needs of students

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 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 pupils' 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 pupils 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 curriculum 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

In accordance with the revised Ofsted framework in January 2015, 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 performance management observation
- Drop ins
- External review

Teaching and Learning KPIs (key performance indicators) are produced half termly by Curriculum Leaders and quality assured by Directors of Progress and Assistant Principals.

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 performance management policy.
- Ensuring all leaders are held accountable for the performance of their teams.
- Ensuring that teaching and learning is the primary focus of all meetings.
- 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.

Curriculum Leaders

Curriculum Leaders 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

Grade descriptors: Ofsted 2015

Quality of teaching in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

Good (2)

- Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately at all key stages. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework and well-targeted support and intervention, are matched closely to most pupils' needs, including those most and least able, so that pupils learn well in lessons.

Requires improvement (3)

- Teaching requires improvement because it is not good.

Inadequate (4)

Teaching is likely to be inadequate where **any** of the following apply:

- As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making inadequate progress.
- Pupils cannot communicate, read, write, or apply mathematics as well as they should.