



HAILSHAM COMMUNITY COLLEGE
ACADEMY TRUST

'Be the very best you can be'

TEACHING & LEARNING POLICY

SLT responsible:	Claire Findlay
Last reviewed:	September 2020
Ratified by Governors:	n/a

The Teaching and Learning Policy

Hailsham Community College (Academy Trust) expects learners to have:

- A commitment and ownership of their own learning.
- A commitment to actively work alone, in pairs and in larger groups.
- A courteous and co-operative conduct towards others.
- A respect for all forms of resources.
- A willingness to seek and accept guidance or help.

Aims

- To provide a personalised learning experience for every learner that takes full account of their individual needs, interests and aspirations.
- To focus upon continual raising standards of teaching and learning in the college to inspire and motivate learners and staff.
- To improve levels of achievement and attainment as a consequence.
- To identify and share good practice in learning and teaching across all curriculum areas.
- To develop our range of learning and teaching styles to create an exciting and creative learning culture.
- To enable learners to be independent, active and confident learners.
- To achieve stronger partnerships with parents and other stakeholders.
- To make links with the learning that learners do outside the classroom.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.

Principles

1. Building upon prior learning is an essential principle.
2. Teachers should have available Baseline Assessments, GLD scores, Phonics results, KS1 SATs, End of Year tests, KS2 SATs data, CATs data, GCSE grades, UPA , target levels, internal tracking from teacher assessments, as well as any relevant SEN/PPI information, so that expectations made on learners are challenging and appropriate.
3. All teaching will take place in the context of a high quality, knowledge and skills based, linked to an assessment schedule which recognises the variety of learning styles. Curriculum teams and year group teams will work collaboratively and with the aim to continuously improve plan of learning is an essential component of planning. We recognise that one 'bite' may not be enough.
4. We recognise that modelling is an essential part of teachers' pedagogy, but also that teachers and classroom assistants are themselves models of clear communication, respectful behaviour and the values of the college. Most importantly, teachers are models as learners themselves.
5. Outstanding teaching achieves a synthesis of a number of skills and begins to breakdown rather arbitrary boundaries between subjects. We recognise that every lesson involves the literacy development of learners; also, of ICT and numeracy. Planning and delivery will also cultivate thinking skills. We are working towards personalised, independent learning

programmes built upon the skills and interests of the individual; we recognise the role that differentiation plays in this.

6. As educators we place value upon the presentation of work and believe that learners should take pride in this.
7. We recognise the crucial importance of emotional intelligence in the classroom and of positive relationships between teachers and learners.
8. The role of Home Learning and Firefly is to reinforce or extend the learning of the lesson; it sometimes prepares for the next lesson.
9. We value opportunities for learners to speculate, investigate and make mistakes. This may involve risk-taking in teaching to provide varied and unusual experiences for learners.
10. We place great emphasis upon partnerships in the classroom between teachers and those who support them. Effective communication is a prerequisite in the partnership.
11. Learner books or work that is completed electronically, demonstrates substantial body of work has been undertaken, suited to the ability of the class.

Expectations

All teachers must:

1. Plan lessons to take account of the different learning needs of the learners, using prior attainment data and assessment for learning information.
2. Display the intended learning outcomes throughout the lesson, communicate them clearly to the class in language that they understand and refer to them as the lesson progresses to develop understanding and reinforce learning.
3. Differentiate the intended learning outcomes where appropriate using the framework, 'By the end of the lesson all must, most should, and some could' or within the Primary school displayed as Challenges.
4. Ensure that the learning outcomes are not tasks but outline what the learners are expected to learn in terms of knowledge, skills and understanding.
5. Give feedback regularly in line with the college feedback and marking policy
6. Aim to involve the learners actively in their learning through using Intelligent Questioning Techniques and a range of ways of working.
7. Differentiate activities to meet the different abilities of the class, drawing on the full range of available methods.
8. Keep whole class, teacher directed learning to a minimum and rarely ask learners to undertake mundane tasks such as copying or dictation.
9. If appropriate use the plenary to encourage the learners to reflect on their learning. Crucially, the plenary should also enable the teacher to assess how the learners have progressed during the lesson, to inform their planning, reference to the learning intentions are made during the plenary.
10. Make reference to RWCM Policy in lessons and when marking learners work.

Appendix 1

Staff:		Subject:	
Topic:			
Class/Group:		Date/Period:	
Learning Intentions:		Context:	
Number of learners KS2 prior attainment: Low Medium High			
<p style="text-align: center;">Specific Learner Needs:</p> Statement _____ Action + _____ Action _____ FSM _____		Opportunities for Reading, Writing, Communication & Mathematics	
Hmk/Plenary/ Assessment/Main (Support&Extension)/Starter	Resources		
Notes/Evaluation:			

Appendix 2

THE 5 MINUTE LESSON PLAN

The Big Picture

Example lesson: 3rd lesson of a DT carousel. Learners are cooking for the first time ever.

Objectives	To choose and select correct equipment (L3) To demonstrate safe and accurate knife skills (L4) To assemble and prepare different ingredients and apply quality control (L5)
Engagement	Starter. Match keywords to equipment. Guess the ingredients.
Stick Ability	Keywords. Knife skills, team rotas, quality control.
AfL	Lesson Objectives levelled, Learners will peer assess, options.
Keywords	Sieve, vegetables,
Differentiation Level	3, 4, 5 and 6.
Teacher or Learner Led	4 phases of the lessons with examples of which activities take place which are either learner or teacher led. E.g., Classrooms routines, procedures, health and safety and questioning.

Appendix 3

MONITORING OF TEACHING & LEARNING WORK & HOME LEARNING SCRUTINY 2018/19

Teacher	
SLT Member	
Subject	
Class	Must include sample of SEN/PPI
Date/Term	

	RI	G	O	Notes
1. Does marking include literacy marking, e.g. SP, CL, //, '?;! & GR (Spelling, Capital Letters, Paragraph, Punctuation & Grammar)				Assessment Policy - Pages 5 & 16
2. Physical condition of books: covered, no graffiti, loose sheets stuck in				Assessment Policy - Page 16
3. Presentation of work: legible, pages filled up – no gaps, work dated, work completed				Assessment Policy - Page 16
4. Self-assessment sheets glued into class books or are easily referred to in a folder; including current level/grade.				Assessment Policy - Page 6
5. Learner books or work that is completed electronically, demonstrates substantial body of work has been undertaken, suited to the ability of the class.				Teaching and Learning Policy - Page 2
6. There is evidence of written home learning set on Firefly in books, labelled as such, and marked, where appropriate or online or in folders in accordance with College policy.				Home Learning Policy - Page 2
7. Work is regularly SIR marked in accordance with College policy.				Home Learning Policy
8. Effective use and frequency of peer / self – assessment, which shows a good understanding of the assessment criteria by which their work is judged				Assessment Policy - Pages 5 & 16
9. Accuracy of Assessment and Tracking Data: Assessed pieces of work support the current tracking attainment data. See the table A below.				Assessment Policy - Pages 5 & 14
Overall Judgement				
Criteria	Requires Improvement Requires Improvement, as these aspects are not judged to be 'good'	Good Learners learning, and progress is assessed regularly and accurately. Learners know how well they have done and what they need to do to improve Evidence of learners making good progress	Outstanding Consistently high-quality marking and constructive feedback from teachers ensures that learners make rapid progress	

Please note that ALL sections need to be Good or Outstanding. If there is one column that Requires Improvement, that dictates the overall judgement unless there are exceptional circumstances which have prevented one criteria from being achieved which can be evidenced. All Work Scrutiny forms will be moderated prior to providing staff with feedback as per the dates on the whole school calendar.

**CPD LESSON VISIT
2018/19**

Teaching & Learning	Praise	Question	Suggestion
Teacher		Date	
Visitor		Year Group/Class	
Guide/Checklist			
Does teaching lead to progress?			
Assessment for Learning			
Checking of Understanding			
Expectations			
RWCM			
Climate for Learning			
Strategies that meet learner's needs (More Able, SEND, PPI) <ul style="list-style-type: none"> • Lesson breakdown cards • Pupil passports in folder • Seating according to need • Presentation/resources dyslexia friendly where appropriate 			

Home Learning/FLIPPed			
Behaviour & Safety			
Attitudes to Learning			
Aspirational			
Active Learning			
Independent Learning			