



HAILSHAM COMMUNITY COLLEGE
ACADEMY TRUST

'Be the very best you can be'

TEACHING & LEARNING POLICY

SLT responsible:	Claire Findlay
Last reviewed:	September 2018
Ratified by Governors:	n/a

The Teaching and Learning Policy

Hailsham Community College (Academy Trust) expects students 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 student 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 students 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 students to be independent, active and confident learners.
- To achieve stronger partnerships with parents and other stakeholders.
- To make links with the learning that students 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 SATs data, CATs data, GCSE grades, UPA , target levels , as well as any relevant SEN/PPI information, so that expectations made on students are challenging and appropriate.
3. All teaching will take place in the context of a high quality, differentiated scheme of work, linked to an assessment schedule and recognising the variety of learning styles. Curriculum teams will work collaboratively and with the aim to continuously improve planning.
4. Reinforcement of learning is an essential component of planning. We recognise that one 'bite' may not be enough.
5. 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.

6. 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 students; 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.
7. As educators we place value upon the presentation of work and believe that students should take pride in this.
8. We recognise the crucial importance of emotional intelligence in the classroom and of positive relationships between teachers and students.
9. The role of Home Learning and Firefly is to reinforce or extend the learning of the lesson; it sometimes prepares for the next lesson.
10. We value opportunities for students to speculate, investigate and make mistakes. This may involve risk-taking in teaching to provide varied and unusual experiences for students.
11. We place great emphasis upon partnerships in the classroom between teachers and those who support them. Effective communication is a prerequisite in the partnership.
12. Student 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 students, 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'.
4. Ensure that the learning outcomes are not tasks but outline what the students are expected to learn in terms of knowledge, skills and understanding.
5. Mark work regularly with constructive comments, using SIR, that tell the students what they need to do to improve their work and reach their targets.
6. Aim to involve the students 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 students to undertake mundane tasks such as copying or dictation.
9. Use the plenary to encourage the students to reflect on their learning. Crucially, the plenary should also enable the teacher to assess how the students 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 students work.

Appendix 1

Staff:		Subject:	
Topic:			
Class / Group:		Date/Period:	
Learning Intentions:		Context:	
Number of students KS2 prior attainment:			
Low Medium High			
<p align="center">Specific Student Needs:</p> <p>Statement _____</p> <p>Action + _____</p> <p>Action _____</p> <p>FSM _____</p>		Opportunities for Reading, Writing, Communication & Mathematics	
Hmk 1 Plenary 1 Assessment 1 Main (Support + Extension) 1 Starter		Resources	
Notes/Evaluation:			

Appendix 2

THE 5 MINUTE LESSON PLAN

The Big Picture

Example lesson: 3rd lesson of a DT carousel. Students 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, Students will peer assess, options.
Keywords	Sieve, vegetables,
Differentiation Level	3, 4, 5 and 6.
Teacher or Student led	4 phases of the lessons with examples of which activities take place which are either student 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 page 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. Student 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 page 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 page 5&14
Overall Judgement				
Criteria	<u>Requires Improvement</u> Requires Improvement, as these aspects are not judged to be ‘good’	<u>Good</u> Students learning, and progress is assessed regularly and accurately. Students know how well they have done and what they need to do to improve Evidence of students making good progress		<u>Outstanding</u> Consistently high-quality marking and constructive feedback from teachers ensures that students 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

Teacher	Date
Visitor	Year Group/Class

Teaching & Learning Guide/Checklist	Praise	Question	Suggestion
Does teaching lead to progress?			
Assessment for learning Checking of understanding			
Expectations			
RWCM			
Climate for learning			
Strategies that meet student'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		