



**POLICY TITLE: Learning and Teaching**

**Committee/Person Responsible for Policy:** Dave Perks

**Date to be Approved by Governing Body:** July 2015

**Date of Last Review:**

**Next Review Due:**

*‘By learning you will teach; by teaching you will learn’  
(Roman Proverb)*

*‘Don’t limit a child to your own learning, for he was born in another time.’  
(Rabbinical Saying)*

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## 1 Aims of policy

- 1.1 Promote outstanding learning and teaching for all
- 1.2 Make explicit the relationship between learning, progress and achievement
- 1.3 Secure greater continuity and consistency for students' experience of learning
- 1.4 Provide colleagues with an opportunity to engage in an on-going debate about learning and teaching

## 2. Objectives of policy

- 2.1 Ensure that short, medium and long term planning provides opportunity through learning and teaching for all students to make appropriate rates of progress in relation to their ability
- 2.2 Promote the effective use of learning and teaching techniques
- 2.3 Set principles for learning and teaching to promote consistency of practice
- 2.4 To challenge colleagues to translate their values about learning and teaching into practice

## 3. The Principles of learning and teaching

[These are taken from the ASCL document (*School self-evaluation Criteria V9B December 2014*) and are based upon OFSTED criteria]

At **TAVCC** outstanding teaching and learning is achieved by

- 3.1 **Progress** - almost all students make substantial and sustained progress over time. Disadvantaged students' progress is similar to, above or rapidly approaching that of other students nationally and in the school.
- 3.2 **Learning** - students learn exceptionally well. They acquire knowledge & develop understanding rapidly.
- 3.3 **Engagement in Learning** - students display a thirst for knowledge and understanding and a love of learning, with high levels of engagement and commitment in class and when working alone or in a small group.
- 3.4 **Behaviour and Climate for Learning** - the climate for learning is exceptionally positive. Low level disruption is extremely rare. Students' conduct and manners are excellent. Punctuality is excellent. **(See behaviour policy)**
- 3.5 **Safety** - students are safe and feel safe. They understand unsafe situations well, are highly aware how to keep themselves and others safe (including online safety). **(See anti-bullying policy)**
- 3.6 **Planning** - enables students to learn exceptionally well.
- 3.7 **Learning Activities** - well-judged; match students' needs accurately. Teachers and other adults impart knowledge and understanding 'authoritatively'. Time is used very well. **(See able learner policy)**
- 3.8 **Expectations** - consistently high of all students.
- 3.9 **Interventions** - clearly directed and timely. Match individual needs accurately. 'Notable impact'.
- 3.10 **Quality of Teaching of reading, writing, communications and maths (RWCM)** - highly effective'. Students read widely and often. Opportunities for extended writing are evident.
- 3.11 **Quality of Teaching of spiritual, moral, social and cultural development (SMSC)** - every opportunity is taken to develop skills, knowledge and understanding
- 3.12 **Assessment during the lesson** - understanding is checked systematically and effectively throughout lessons, anticipating interventions.
- 3.13 **Homework** - appropriate & challenging homework is set which matches individual needs accurately.

- 3.14 **Feedback and marking** - of consistently high quality and students routinely respond to feedback (**see feedback for learning policy**)

#### 4. **Roles and responsibilities**

- 4.1 **Students** can play an important role in promoting learning and teaching of the highest quality through their attitudes and behaviour for learning. Students are responsible for being active in lessons and responding to teacher feedback. (**See college core values**)
- 4.2 **Teachers'** role is to plan all lessons thoroughly and they are responsible for meeting the principles of learning and teaching on a consistent basis. Teachers may also play a key role in planning lessons that meet the needs of all students including the least and most able. Teachers should create opportunities for students to teach each other and be passionate about learning.
- 4.3 **Subject Leaders (SL)** play a leading role in developing medium term planning and are responsible for meeting the principles of learning and teaching. SL should lead the production of medium term plans in collaboration with the subject team. SL will play a key role in monitoring and evaluating the quality of learning and teaching within their subject area. They must promote a culture where learning and teaching is central to their work with colleagues.
- 4.4 **Senior Leadership Team (SLT)** play a key role in supporting SL to apply the principles through line management system. SLT are also responsible for implementing robust action to support colleagues when learning and teaching is less than good. One member of the SLT will be responsible for learning and teaching at a whole college level and will annually review the Learning and Teaching Policy.

#### 5. **Monitoring, evaluation and review**

- 5.1 For lessons that are formally observed for appraisal the colleague will provide for the observer a lesson plan, an annotated class photo sheet and a SIMS data sheet
- 5.2 **Monitoring** of learning and teaching in everyday lessons is undertaken by the **Subject Leaders and SLT** through lesson observations, learning walks and work scrutiny.
- 5.3 **Evaluation** is undertaken by **Subject Leader and line manager** against the **principles of teaching and learning**. It involves lesson observations, work scrutiny, peer review, student assessments, results and planning documentation to form a judgement about the overall quality learning and teaching. [In a peer review year this will form part of the review process]. This judgement should be recorded in subject evaluation form.
- 5.4 **Review** is undertaken following evaluation and considers how learning and teaching informs medium term planning for the new academic year. Improvements to learning and teaching procedures are included in subject development plan.
- 5.5 Where aspects of learning and teaching are judged to be below good an immediate short term action plan for learning and teaching is required and the impact of this plan will be evaluated within 4 weeks.

#### 6. **Relationship with other policies**

- 6.1 The Learning and Teaching Policy is one of seven closely related documents that are centred on raising standards of achievement, Feedback for Learning (2015), Able Learner Policy (2015) Presentation Standards (2015), Behaviour Policy (2015) College Core Values (2015) Anti bullying policy(2015)



## THE AXE VALLEY COMMUNITY COLLEGE – LESSON OBSERVATION FORM v3

|                                     |  |  |                                     |                  |  |
|-------------------------------------|--|--|-------------------------------------|------------------|--|
| Teacher                             |  | Observer   |                                     | Date / Period    |  |
| Year / Class                        |  | Subject  |                                     | Number of pupils |  |
| Length of obser.                    |  | Purpose  | NQT / Appraisal / Interview / Other |                  |  |
| Lesson topic                        |  | Ability profile  | Higher / Middle / Lower / Mixed     |                  |  |
| Evidence                            |  |  |                                     |                  |  |
| Strengths                           |  |  |                                     |                  |  |
| Areas for development               |  |  |                                     |                  |  |
| Students' Learning / Progress Grade |  | Quality of Teaching Grade  |                                     |                  |  |
| Behaviour & Safety Grade            |  | Assessment Grade   |                                     |                  |  |
| Literacy/numeracy                   |  | <b>Overall Grade</b><br>(If not yet good please complete the action plan overleaf) |                                     |                  |  |



| 1 Judging lessons based on Ofsted criteria - adapted and augmented for observing single lessons (Serious Health Warning: this is not an Ofsted doc.)                            |                                    |   |  |  |  |
|---|------------------------------------|---|--|--|--|
| 2 <i>Italicised text is not in the Evaluation Schedule and has been added by me.</i> <span style="float: right;"><i>Blue text shows changes made to the V8 criteria.</i></span> |                                    |   |  |  |  |
|   |                                    | Outstanding (1)   | 3 Good (2)   | 4 Requires Improvement (3)   | 5 Inadequate (4)   |
| Students  | Progress                           | Almost all students <sup>1</sup> make <b>substantial</b> and sustained progress <sup>2</sup> <b>over time</b> . Disadvantaged Ps' progress is similar to, above or rapidly approaching that of other Ps nationally and in the school. | Most students <sup>1</sup> make good progress <sup>3</sup> and achieve well <b>over time</b> . Disadvantaged Ps' progress is similar to, above or improving in relation to, that of other Ps nationally and in the school. | <i>Students<sup>1</sup> progress over time is broadly in line with, or a little below, national from similar starting points. Disadvantaged Ps progress maybe worse than others', but is improving</i> | Students, or groups of students <sup>1</sup> are making inadequate progress <b>over time</b> as a result of weak teaching.   |
|   | Learning                           | Students <sup>1</sup> learn exceptionally well. They acquire knowledge & develop understanding rapidly.   | Students learn well. They acquire knowledge and develop understanding <b>quickly and securely</b> .  | <i>Most students learn well.</i>   | <i>Learning is limited; students underachieve.</i>   |
|   | Engagement in Learning             | Students display a thirst for K&U and a love of learning, with high levels of engagement and commitment <b>in class and when working alone or in a small group</b> .  | Students are interested and engaged. Attitudes to learning are positive <b>in class and when working alone or in a small group</b> . Students take a pride in their work.  | <i>Most students want to work hard and to improve but a few do not. A few students do not take a pride in their work.</i>  | <i>Teaching over time fails to engage or interest students, or specific groups (inc D&amp;SEN). A significant minority of students do not take a pride in their work.</i>  |
| Behaviour & Safety  | Behaviour and Climate for Learning | <b>The climate for learning is exceptionally positive.</b> Low level disruption is extremely rare. Ps' conduct and manners are excellent. Punctuality is excellent.   | <b>The climate for learning is positive.</b> The lesson 'flows smoothly'. Low level disruption is <b>rare</b> . Behaviour and conduct are good. Students are punctual and respond quickly to staff.                        | <i>Some off-task behaviour, but major issues are rare. Disruption is not endemic. Nearly all students respond appropriately to the teacher.</i>  | Students' lack of engagement/persistent low-level disruption reduce learning &/or lead to a disorderly classroom environment. A significant minority of students show a lack of respect for each other or the teacher. |
|   | Safety                             | Students are safe and feel safe. They understand unsafe situations well, are highly aware how to keep themselves and others safe (inc e-safety).  | Students are safe and feel safe. They understand how to keep themselves safe.  | <i>Students are and feel safe. They know the major risks they face and reflect this in their behaviour.</i>  | <i>Students do not understand risk and may endanger themselves or others.</i>  |
| Quality of Teaching   | Planning                           | <i>Excellent.</i> Enables students to learn exceptionally well.   | <i>Good.</i> Deepens students' K&U, developing their skills.   | <i>Adequate, but does not develop all students' K&amp;U/skills.</i>  | <i>Fails to take sufficient account of needs. Non-existent, inflexible or poorly judged.</i>   |
|   | Activities                         | Well-judged; <b>match students needs accurately</b> . Teachers <b>and other adults</b> impart K&U 'authoritatively'. <i>Time is used very well.</i>   | 'Effective' strategies used. Tasks are matched well to most students' needs inc. the least and most able. <i>Time is used well.</i>  | <i>Activities are mostly appropriate, but do not meet all needs. Time is mostly used well.</i>   | <i>Activities are not sufficiently well matched to students' needs. Time is wasted by some or all students.</i>  |
|   | Expectations                       | Consistently high of all students.  | High.  | <i>Sufficient for reasonable progress.</i>   | <i>Not high enough: progress is limited.</i>   |
|   | Interventions                      | Clearly directed and timely. Match individual needs accurately. 'Notable impact'.   | 'Appropriately targeted'; targeted students learn well.  | <i>Some impact, but not always timely or consistent in supporting the most needy individuals.</i>  | <i>Additional support has little or no impact on learning – it fails to narrow gaps.</i>   |
|   | of RWCM <sup>4</sup>               | 'Highly effective'. Ps read widely and often.   | Effective. Ps read widely and often.   | <i>Occasional support for RWCM skills, but provided inconsistently.</i>  | Students cannot communicate, read, write or use maths as well as they should.  |
|   | of SMSC <sup>5</sup>               | <i>Every opportunity is taken to develop skills, knowledge and understanding.</i>   | <i>Opportunities are taken to develop SMSC and physical wellbeing.</i>   | <i>SMSC and physical wellbeing are promoted inconsistently.</i>  | <i>SMSC and physical wellbeing opportunities are ignored or overlooked.</i>  |
| Assessment  | During the lesson                  | Understanding is checked systematically and effectively throughout lessons, anticipating interventions.   | Progress is assessed regularly and accurately. T listens to, carefully observes and skilfully questions Ps... to reshape tasks & explanations to improve learning.   | <i>Work is monitored in the lesson. General misconceptions are picked up. Plans are adapted, but this is not always timely or well-judged.</i>   | <i>Assessment is not used effectively to help students improve.</i>  |
|   | Homework                           | Appropriate & <i>challenging</i> homework is set which matches individual needs accurately.   | Appropriate homework is set.   | <i>Appropriate homework is usually set. It matches most students' needs.</i>   | <i>Homework is not set regularly or it does not contribute to learning.</i>  |
|   | Feedback and marking               | Of consistently high quality.   | Students know how well they have done and how to improve. <i>Marking is regular.</i>   | <i>Marking is inconsistent. Some students do not know how well they have done and/or how to improve.</i>   | <i>Students are rarely, if at all, informed about progress. Many do not know how to improve. Marking is minimal or unhelpful.</i>  |



# The AVCC Lesson Plan

Learning and Teaching Policy

Starter Activity

Class:

Date:

Context (please also see over)

Evaluation  
Review/reflect

Learning Outcomes

R  
A  
G

Risk Assessment

Assessment for Learning AfL / TIM

Activity 1

Pair/group/individual

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Differentiation

Task/outcomes/questioning/support

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Mini Plenary

Activity 2

Pair/group/individual

---

Differentiation

Task/outcomes/questioning/support

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Mini Plenary

Activity 3

Pair/group/individual

---

Differentiation

Task/outcomes/questioning/support

---

Mini Plenary

**PP students:**  
Number:

Initials

**SEN students**  
Number:

Initials:

The context page, class data and photographs should also be provided



# Context page to accompany AVCC lesson plan

|        |        |          |
|--------|--------|----------|
| Staff: | Class: | Subject: |
|--------|--------|----------|

**Context of the group:**  
 Changes to teaching staff, split groupings, changes to class lists, significant factors impacting on the performance of the group, BSP, PSP, attendance, SEN.

| Names of students underperforming against FFT20 targets* | Current performance | FFT 20 Target | Interventions in place |
|--|---------------------|---------------|------------------------|
|  |                     |               |                        |
|  |                     |               |                        |
|  |                     |               |                        |
|  |                     |               |                        |
|  |                     |               |                        |
|  |                     |               |                        |
|  |                     |               |                        |
|  |                     |               |                        |

\*Underperformance taken as -VA from the most recent data capture point. Please refer to accompanying sims mark sheet.