

# **AXE VALLEY ACADEMY**

## **POLICY**



## **Learning & Teaching Policy**

*Updated: November 2017*

### Aims of policy

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

### Objectives of policy

- 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.
- Promote the effective use of learning and teaching techniques.
- Set principles for learning and teaching to promote consistency of practice.
- To challenge colleagues to translate their values about learning and teaching into practice

### The Principles of learning and teaching

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

- **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.
- **Learning** - students learn exceptionally well. They acquire knowledge & develop understanding rapidly.
- **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.
- **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)**
- **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)**
- **Planning** - enables students to learn exceptionally well.
- **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)**.

- **Expectations** - consistently high of all students.
- **Interventions** - clearly directed and timely. Match individual needs accurately. 'Notable impact'.
- **Quality of Teaching of reading, writing, communications and maths (RWCM)** - highly effective'. Students read widely and often. Opportunities for extended writing are evident.
- **Quality of Teaching of spiritual, moral, social and cultural development (SMSC)** - every opportunity is taken to develop skills, knowledge and understanding
- **Assessment during the lesson** - understanding is checked systematically and effectively throughout lessons, anticipating interventions.
- **Homework** - appropriate & challenging homework is set which matches individual needs accurately (**see homework policy**)
- **Feedback and marking** - of consistently high quality and students routinely respond to feedback (**see feedback for learning policy**)

### Roles and responsibilities

- **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 academy core values**)
- **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.
- **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.
- **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.

### Monitoring, evaluation and review

- 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.

- **Monitoring** of learning and teaching in everyday lessons is undertaken by the **Subject Leaders and SLT** through lesson observations, learning walks and work scrutiny.
- **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.
- **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.
- Where aspects of learning and teaching are judged to require follow up action, an immediate short term action plan for learning and teaching is required and the impact of this plan will be evaluated within 4 weeks.



## THE AXE VALLEY ACADEMY Lesson Observation Form 2017-2018

Teacher		Observer		Date / Period	
Year / Class		Subject		Number of pupils	
Length of obs.		Purpose	NQT / Appraisal / Interview / Other		
Lesson topic		Ability profile	Higher / Middle / Lower / Mixed		
Evidence					
<b>Strengths</b>					
<b>Areas for development</b>					
<b>Follow up action required? Y/N</b>					
<b>Comments</b>					
Students' Learning/Progress					
Quality of Teaching					
Use of Assessment					
Behaviour and Safety					
Use of Literacy/Numeracy					

<b>Statements to support feedback comments.</b>	
Students' Learning/Progress	<b>Pupil achievement over time with this teacher? Judged by assessments and work scrutiny.</b> Pupil learning/progress in lesson? Extent to which <u>all</u> groups/individuals progress? (especially SEND, PP, most and least able) Progress in literacy and numeracy? Quality of written and oral work?
Quality of Teaching	<b>Good pedagogy:</b> Quality of planning? Success criteria clear (& to Ps?) Appropriate and differentiated? Prior learning known & checked? Pace? Pupil participation? Mutual support encouraged? Enables all to make progress? Differentiates in the lesson? Quality of questioning (open/deep)? <b>Good subject K&amp;U?</b> Modelled work/guide to levels? Good use of TAs/resources/ICT? <b>Tasks and class well managed?</b> Behaviour management strategies? Relationships good? Praises, encourages, and celebrates? <b>Impact of all the above on progress?</b>
Use of Assessment	<b>Assessment</b> Progress checked during lesson? And acted upon? Assessment over time thorough and demonstrates progress? Pupils know targets? Ps know what to improve, and how? Self/Peer- evaluation v criteria? <b>Feedback</b> Regular? Periodic levelling/grading? Gives guidance how to improve? <b>Has an impact on progress?</b> Homework set and done?
Behaviour and Safety	Attendance and punctuality? Interest and engagement? Make good use of time? Off-task pupils, if any? Extent of disruption, if any? Ability to work independently? Ability to work together? Mutual support? Relationships T:P and P:P. Pupils' confidence? Resilience/persistence? Understand what they're doing? Why they're doing it? Challenged? <b>Impact of all the above on progress?</b>
Use of Literacy/Numeracy	Teaching of literacy & numeracy? Promotion of SMSC/ British Values / Character Education? Learning environment/displays?

**Where follow up action is required:**

<b>Area of weakness that must be addressed.</b>	<b>Actions required.</b>	<b>Staff to complete actions.</b>	<b>Date to be completed by.</b>

<b>Evaluation of the impact of actions undertaken:</b>	
<b>Signature</b>	<b>Date</b>

**Judging lessons based on Ofsted criteria - adapted and augmented for observing single**

		<b>Outstanding</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
<b>Pupils</b>	<b>Progress</b>	Almost all pupils <sup>1</sup> make substantial 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 pupils <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.	Pupils <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	<b>Learning and Teaching Policy</b> Pupils, or groups of pupils <sup>1</sup> are making inadequate progress over time as a result of weak teaching.
	<b>Learning</b>	Pupils <sup>1</sup> learn exceptionally well. They acquire knowledge & develop understanding rapidly.	Pupils learn well. They acquire knowledge and develop understanding quickly and securely.	Most pupils learn well.	Learning is limited; pupils underachieve.
	<b>Engagement in Learning</b>	Pupils display a thirst for K&U and a love of learning, with high levels of engagement and commitment in class and when working alone or in a small group.	Pupils are interested and engaged. Attitudes to learning are positive in class and when working alone or in a small group. Pupils take a pride in their work.	Most pupils want to work hard and to improve but a few do not. A few pupils do not take a pride in their work.	Teaching over time fails to engage or interest pupils, or specific groups (inc D&SEN). A significant minority of pupils do not take a pride in their work.
<b>Behaviour &amp; Safety</b>	<b>Behaviour and Climate for Learning</b>	The climate for learning is exceptionally positive. Low level disruption is extremely rare. Ps' conduct and manners are excellent. Punctuality is excellent.	The climate for learning is positive. The lesson 'flows smoothly'. Low level disruption is rare. Behaviour and conduct are good. Pupils are punctual and respond quickly to staff.	Some off-task behaviour, but major issues are rare. Disruption is not endemic Nearly all pupils respond appropriately to the teacher.	Pupils' lack of engagement/persistent low-level disruption reduce learning &/or lead to a disorderly classroom environment. A significant minority of pupils show a lack of respect for each other or the teacher.
	<b>Safety</b>	Pupils are safe and feel safe. They understand unsafe situations well, are highly aware how to keep themselves and others safe (inc online-safety).	Pupils are safe and feel safe. They understand how to keep themselves safe.	Pupils are and feel safe. They know the major risks they face and reflect this in their behaviour.	Pupils do not understand risk and may endanger themselves or others.
<b>Quality of Teaching</b>	<b>Planning</b>	Excellent. Enables pupils to learn exceptionally well.	Good. Deepens pupils' K&U, developing their skills.	Adequate, but does not develop all pupils' K&U/skills.	Fails to take sufficient account of needs. Non-existent, inflexible or poorly judged.
	<b>Activities</b>	Well-judged; match pupils needs accurately. Teachers and other adults impart K&U 'authoritatively'. Time is used very well.	'Effective' strategies used. Tasks are matched well to most pupils' needs inc. the least and most able. Time is used well.	Activities are mostly appropriate, but do not meet all needs. Time is mostly used well.	Activities are not sufficiently well matched to pupils' needs. Time is wasted by some or all pupils.
	<b>Expectations</b>	Consistently high of all pupils.	High.	Sufficient for reasonable progress.	Not high enough: progress is limited.
	<b>Interventions</b>	Clearly directed and timely. Match individual needs accurately. 'Notable impact'.	'Appropriately targeted'; targeted pupils learn well.	Some impact, but not always timely or consistent in supporting the most needy individuals.	Additional support has little or no impact on learning – it fails to narrow gaps.
	<b>of RWCM<sup>4</sup></b>	'Highly effective'. Ps read widely and often.	Effective. Ps read widely and often.	Occasional support for RWCM skills, but provided inconsistently.	Pupils cannot communicate, read, write or use maths as well as they should.
	<b>of SMSC<sup>5</sup></b>	Every opportunity is taken to develop skills, knowledge and understanding.	Opportunities are taken to develop SMSC and physical wellbeing.	SMSC and physical wellbeing are promoted inconsistently.	SMSC and physical wellbeing opportunities are ignored or overlooked.
<b>Assessment</b>	<b>During the lesson</b>	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.	Work is monitored in the lesson. General misconceptions are picked up. Plans are adapted, but this is not always timely or well-judged.	Assessment is not used effectively to help pupils improve.
	<b>Homework</b>	Appropriate & challenging homework is set which matches individual needs accurately.	Appropriate homework is set.	Appropriate homework is usually set. It matches most pupils' needs.	Homework is not set regularly or it does not contribute to learning.
	<b>Feedback and marking</b>	Of consistently high quality.	Pupils know how well they have done and how to improve. Marking is regular.	Marking is inconsistent. Some pupils do not know how well they have done and/or how to improve.	Pupils are rarely, if at all, informed about progress. Many do not know how to improve. Marking is minimal or unhelpful.

**Grading should not be used during lesson observations. These serve as a guide when providing feedback around strengths and areas for development.**