

## TREVIGLAS COMMUNITY COLLEGE

### TEACHING AND LEARNING POLICY

*Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.*

#### The Teachers' Standards

We want and expect all of our students to respect others, work hard and be successful. Every student is entitled to experience a variety of teaching and learning styles in order to be inspired to try new things in the classroom, on the sports field and in the creative and performing arts, broadening their experience, discovering new talents and ensuring their academic success. **Treviglas is a school where all students enjoy achieving their best.**

#### Tools for Improvement @ Treviglas (Tfi)

To enable consistency and to support the delivery of high quality teaching and learning, all teachers must follow the Tools for Improvement as referenced in the **Appendix**.

#### Roles and Responsibilities

##### Governing Body/Interim Executive Board:

The Governing Body (or Interim Executive Board) is statutorily responsible for determining the vision, educational character, values and ethos of a school. Teaching, learning and assessment are at the heart of any school and are key leadership priorities for governors.

##### Senior Leadership Team:

- Provide support, training and resources for faculties, subject areas and individual staff
- Monitor and evaluate the delivery and impact of the policy
- Review and update the policy in light of ongoing developments and the changing needs of the school and its priorities.

##### Heads of Department:

- Take responsibility for the co-ordination of long, medium and short term planning, taking into consideration the aims and objectives of the policy
- Monitor and evaluate the consistent delivery of the policy at faculty level

- Provide appropriate support to team members by providing opportunities for training, guidance and advice
- Respond to national developments in regards to assessment and specification changes.

### **Teachers:**

- Ensure that their own teaching meets the national Teachers' Standards, ensuring that teaching and learning is at least good
- Implement this policy by planning and delivering high quality learning experiences
- Work collaboratively with colleagues to share best practice and improve teaching.

### **All staff:**

- To be aware of the principles of this policy and how they can contribute to it.

### **Students:**

- Work positively in lessons to enable staff to implement this policy effectively
- Are engaged and not passive in their learning
- Arrive fully equipped to lessons and are prepared to maximise the learning opportunity
- Act on all assessment, marking and feedback
- Engage with learning experiences outside of the classroom, ensuring completion of learning tasks set as homework.

### **Those with parental responsibility:**

- Support the policy of the school by providing support for their children at home to allow them to develop their learning effectively
- Ensure that their children come to school fully equipped and ready for their learning.

## **Teaching and Learning**

We believe that teaching and learning will take place most effectively when:

- Planning of individual lessons and series of lessons ensure all learners are challenged
- Lesson objectives are clearly linked to departmental schemes of learning
- Schemes of learning are reviewed to respond to changes in assessment and specifications
- Planning is linked with short, medium and long-term assessment opportunities
- Teachers make use of all available information, both statistical and personal, to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities
- Lessons are planned to build on prior learning and ensure continuity and progression
- Lessons are objective led and outcome driven
- The teacher presents lesson activities with clarity, enthusiasm and pace, ensuring timings are clear and adhered to
- The teacher uses a range of inspirational strategies

- Opportunities for developing literacy, numeracy, SMSC, ICT skills and cross-curricular elements are integrated into lesson plans wherever possible
- Planning makes provision for the effective use of teaching assistants when available
- Appropriate differentiated resources/teaching approaches/learning activities support students' learning. To enable success for every student, tasks are accessible to all but continue to challenge the most able in the class
- There are consistently high expectations of all students/children
- There is a positive climate for learning in lessons to encourage interest and engagement
- High standards of behaviour for learning are consistent to ensure active engagement
- A variety of questioning techniques probe and develop students' understanding
- Students are made aware of the minimum target grades that they are working towards
- Students are encouraged to evaluate and refine their work in order to meet at least their minimum target grades
- Intervention is planned and delivered to address underachievement
- Constructive, relevant assessment and feedback is provided on progress
- Work is marked diagnostically, using the marking policy
- Challenging and purposeful homework is set that deepens, extends or initiates learning
- Opportunities are provided to celebrate success
- Links are made to future lessons, learning activities and assessment opportunities as appropriate
- Students are supported and encouraged to take risks in their learning, acknowledging that mistakes are an integral part of the learning process
- Feedback upon progress is given to parents and carers to support engagement in their child's learning
- Learning offers opportunities to transfer skills, knowledge and understanding to other contexts, including employability
- Teachers create classroom environments that support student engagement in learning
- A range of assessment for learning opportunities are used throughout the lesson in order to address misconceptions and ensure that rapid progress made
- Teachers reflect systematically on the effectiveness of lessons.

## **Progress**

To make progress in learning is to move forward towards a learning objective or minimum target grade. All students are expected to make clear progress in their learning over time as follows:

- Performance data collected throughout the year shows that students are making good progress towards their minimum target grades, in line with their starting points
- The quality of work produced by students shows that they are acquiring knowledge quickly, developing their understanding and skills and consolidating this in line with national expectations
- Students can transfer their learning and apply knowledge, skills and experience across the curriculum and to other contexts

- Where students' prior attainment is low or falls below that of other student nationally, the gap is closing over time.

### **Continuing Professional Development (CPD)**

Teachers have a responsibility to reflect upon their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and the national Teachers' Standards are met. The school's CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity. At all times, staff should reflect upon their practice and be open to dialogue to improve teaching and learning.

### **Monitoring and Review**

Senior Leaders and Heads of Department will ensure that they monitor and review the quality of teaching and learning on a regular basis and in a number of ways through:

- Work scrutiny
- Analysis of reported and examination data
- Lesson observations
- Curriculum reviews
- Student and parent voice
- Reviews conducted alongside external agencies.

The outcomes of monitoring and reviews will be reported to Governors (or IEB) and shared with staff in an open and professional manner. Where standards of teaching and/or learning fall below expectations, appropriate support will be given and further monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.

## Appendix - Tools for Improvement @ Treviglas (TfI) 2017 -2018

<b>Teaching standards</b>	Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.
<b>Start/end of lessons</b>	Meet and greet and dismiss every session from the corridor.
<b>Standard Information at start of lessons</b>	At the start of all lessons the following should be displayed: <ul style="list-style-type: none"> <li>• Learning objective</li> <li>• Date in full</li> <li>• Key words</li> <li>• Homework</li> <li>• 'Do now' activity</li> <li>• Essential question</li> </ul>
<b>Uniform</b>	All staff are responsible in ensuring that students are following the college uniform policy. Students should be wearing correct uniform at all times. Plain black leather (leather look) shoes, tailored trousers or skirt that is an appropriate length, top button done up and shirts tucked in. No jewellery except a small pair of earrings and one ring. No other piercings. No high fashion hair styles or noticeable make up.
<b>Presentation of work</b>	Students must keep their books and folders clean with no graffiti on the front, to write the date in full, to underline titles and so on with a ruler and to use the correct equipment in sessions. All graphs and diagrams must be done in pencil. Teacher handwriting on boards and in books must be legible.
<b>Student pass/ Post 16 lanyards</b>	Students must not be allowed out of lessons without a pass and Post 16 students must wear a lanyard.
<b>Chewing</b>	No student should be chewing gum at any time in college. They must not eat during lessons.
<b>Seating plans</b>	There must be a seating plan designed for every lesson based on data available.
<b>Teacher Folder</b>	These must be kept up to date and accessible in every lesson, to include: <ul style="list-style-type: none"> <li>• class data sheets</li> <li>• seating plans</li> <li>• learning or dyslexia passports</li> <li>• photos of the students</li> </ul>
<b>Registration using electronic system</b>	The register is taken within the first 10 minutes, as an absolute maximum. All room changes, whether for part or whole sessions, must be notified clearly. These are safeguarding issues.
<b>WRITE to progress</b>	There will be planned, regular WRITE activities so that learners have time to reflect on, respond to and record their reflections. All Learners must understand explicitly their current strengths and areas for development which are linked with the mastery indicator process in KS3 and minimum target grades in Key Stages 4 and 5. Students will therefore know where they are in their learning journey; habitually reflect and recognise how to proactively seek to take action to improve their learning.
<b>Written feedback</b>	Staff are required to inform students of their progress, and identify areas for improvement on a regular basis. How often this takes place will depend on how often a group is taught in a two week cycle and whether the group is shared with another member of staff. Please see the marking policy for further guidance.
<b>Mobile phones etc.</b>	Any use of mobile device on site will result in confiscation. Confiscated devices should be taken straight to reception to be kept in the college safe.