



TITLE: TEACHING AND LEARNING POLICY

MODEL POLICY STATEMENT

This **is not** a Local Authority model policy

Local changes have / **have not** been made to the model policy by the College (not applicable)

The model policy used is (not applicable)

Policy Owner:	Assistant Principal (Teaching & Learning)	Review period:	Annual
Last Review:	February 2016	Approving Committee:	Curriculum 02.03.2016
Next Review:	Spring term 2017	Latest FGB adoption:	20.04.2016

IMPACT OF THIS POLICY

To provide the consistent delivery of effective teaching and learning that ensures excellent levels of progress for all students taking into account any learning barriers.

To support all of our students to achieve the highest academic qualifications possible by ensuring they have learning opportunities to support this.

To keep learning at the heart of what we do at the college and provide all stakeholders with a clear vision of teaching and learning.

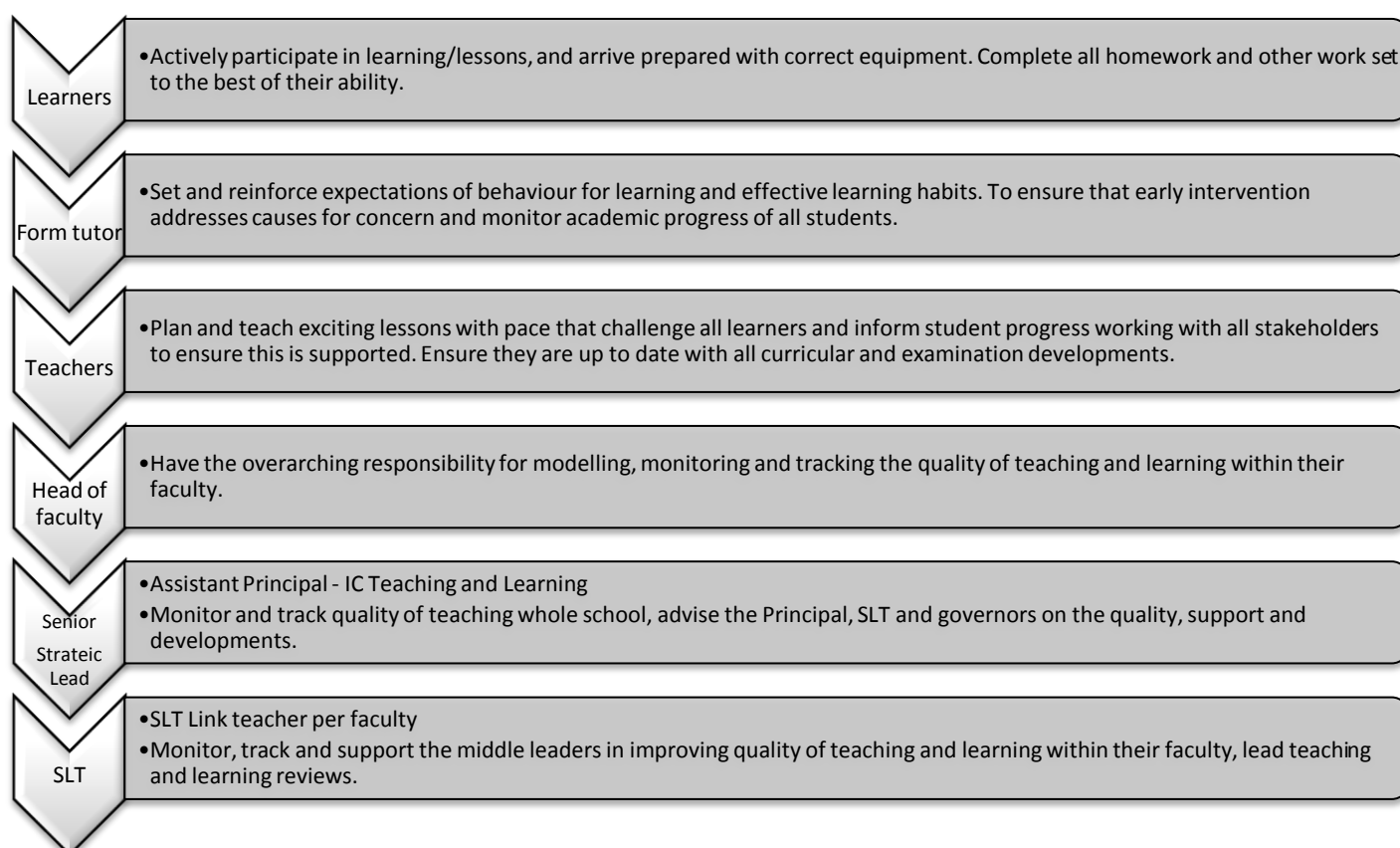
Teaching and Learning Policy

Tavistock College

Aims

Learning is everybody's responsibility and lies at the heart of the college. It is the core business of Tavistock College; its main purpose. We aim to create an exciting learning environment to support excellent levels of progress for all students taking into account any learning barriers. Our aspirations for all of our students are to achieve the highest academic qualifications possible by ensuring they have the most appropriate learning opportunities to support this. This policy aims to keep learning the focus of what we do at the college and provide all stakeholders with a clear vision of teaching and learning.

Roles and Responsibilities



Learning needs to;

- Develop literacy and numeracy skills
- Allow students to develop socially, emotionally, physically and academically
- Be inspirational, focused and targeted
- Allow students to develop through a journey of self-discovery
- Be exciting, challenging and memorable

- Regularly Inform students' progress

Lessons should:

- Be well *PLANNED* to the needs of the group
- Have *PACE* of activity
- Be *CHALLENGING* and push students' understanding forward
- Be *STIMULATING* and *EXCITING* and *ENJOYABLE*
- Be *FOCUSED* and *PURPOSEFUL*
- Be *INCLUSIVE* through catering for the needs of ALL learners
- Have a *VARIETY* of activities
- Foster *CREATIVITY* and *INNOVATION* in the students
- Have time built in for *REFLECTION*
- Demonstrate *PROGRESS* of all learners

Learner responsibilities:

- Understand lesson outcomes through shared success criteria
- Be fully prepared and equipped appropriately for their learning
- Respond to questioning to the best of their ability
- Be motivated, interested and play an active role in making progress
- Use both peer and self-assessment fairly and responsibly to improve their learning
- Generate ideas and concepts
- Collaborate effectively with others and show respect to each other
- Show a capacity for independent and interdependent learning
- Actively participate in lessons
- Demonstrate a commitment to achieve their own targets
- Be resilient in their learning
- Show individual accountability for their own learning
- Put the best effort into their work to be marked/complete and end point tasks
- Read comments written by teachers and respond positively to the instructions to improve their work
- When advised, self-assess work using criteria provided
- Catch up on work after absence to ensure all end point tasks are completed to the deadlines set
- Keep standards of presentation of work high and take pride in all work undertaken

Teachers will:

- Not allow their practice to fall below the 'Bottom Line'
- Ensure they meet the Teachers' Standards
- Promote learning and their subject area
- Provide a rich variety of learning experiences for ALL students
- Plan lessons in accordance to the students ability
- Regularly assess and feedback to students on their progress through as range of AFL strategies and adhere to the college marking policy to support next steps feedback to all students

- Advise students on how to improve work in their books or folders. Key questions or statements are given, not lengthy targets by using fine diagnostic methods to correct faulty interpretations
- Allow students to improve their work and remark it when done. (We call this dedicated improvement and reflection time)
- Continually re-assess student progress, intervening in response to maximise on student achievement
- Insist on high standards of presentation and care with all work (draft and final)
- Award students a level/grade once per testing period
- Share good practice with marking in meetings
- Co-operate with SLT and HOF by providing when asked a sample of marking
- Recognise and reward effort and progress
- Encourage the use of co-operative learning structures where appropriate and develop P.I.E.S
- Have consistently high expectations of all students and foster a culture of high aspirations
- Apply the college policy for behaviour for learning
- Encourage and promote student independence and interdependence
- Create a safe non-judgemental environment where students feel valued
- Develop a creative and exciting learning environment
- Maintain a liaison with all parents and carers about the progress of learners
- Take responsibility for their own learning through active participation

Monitoring and Evaluation

Senior Leadership roles – All Senior Leaders have a responsibility to ensure the teaching and learning policy is adhered to across the college through monitoring and supporting each of the middle leaders.

The college Senior Leadership team evaluates the effectiveness of the Teaching and Learning policy by:

Validating and supporting Faculty judgements through teaching and learning reviews, which include:

- Work Scrutiny
- Analysis of student progress and attainment data
- Observations of teaching and learning across the faculty
- Student voice feedback
- Parental and other stakeholder feedback

In addition to this there is an annual review of exam results

The expectations and roles of a **classroom teacher** are as stated above (Teachers will)

Head of Faculty are key in the process and the means by which they monitor and further develop teaching and learning are outlined below:

- Faculty teaching and learning review - This review looks across each faculty at the quality of teaching and learning and the achievement of young people within the faculty. This involves the principal, the SLT link for the faculty, the faculty team, a sample of students and the link governor

- Faculty Development Plans (FDP): This is a faculty development plan drafted in line with the whole school improvement plan. This is a live document that should drive the direction of the faculty for improving teaching and learning and be refined and monitored after each teaching and learning review

Line Management

There is an SLT link for each faculty. There are regular meetings between the HOF and SLT line manager. The focus of these meetings will include: a work scrutiny, rigorous data analysis, learning walk alongside any other matters arising.

HOF Development Time

This is a meeting once a month where members of the senior team and the Heads of Faculty come together to share good practice, discuss and debate teaching and learning and curriculum matters. As part of this development forum the aims are that there will be an:

- Improvement of the use of data to affect whole school progress
- Develop the use of QA through faculty Self evaluations to inform school improvement
- Develop innovative strategies for improving learning outcomes
- Share good practice across the wider college
- Develop common approaches to practice to reduce college variation

CPD

The CPD is an integral part of developing the teaching and learning at the college. The programme aims to meet the needs of teachers and align with whole school improvement objectives in order to make teaching and learning more effective.

- All staff have access to a series of workshops throughout the year to meet their individual pedagogical development needs, these are built around the whole school objectives
- Staff who are have particular challenges in their teaching will have a fully supported and monitored action plan to ensure they have access to the professional development to move their practice to forward
- There are supported action research routes for all staff at masters level and non-masters level
- All staff are expected to share practice and support each other
- Professional development days throughout each year alongside a range of development workshops
- Chances for staff to share good practice becoming leaders of teaching and learning
- Opportunities for staff to form part of an impact group through undertaking and creating case studies of the learning and progress of specific students
- There are also opportunities to develop leadership and management skills through involvement with programmes such as NPQH, MLDP, NPQML and NPQSL
- Teacher Appraisal is fully integrated and should be used as a mechanism to support colleagues in improving their practice and therefore raising standards. Please see appraisal policy for further information