

## TEACHING & LEARNING POLICY and PRACTICE

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<i>Approved by Principal(s)</i>	<i>Yes</i>
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<i>Key Staff</i>	<i>DoS (CA &amp; CB), Hd of Acad Support</i>
<i>Reviewed by</i>	<i>Vice Principal (CA &amp; CB)</i>

### Aims & Objectives

To promote consistent, high standards of learning and which are rooted in a personalised learning approach. Central to this policy is the principle of aiming to create independent, lifelong learners who can take ownership of their learning and enjoy it. We aim to create a supportive, stimulating and inclusive environment for learning, designed to maximise student attainment

The aim of this policy is to ensure that all staff, as well as students and parents, clearly understand how to ensure the provision of a quality learning experience at the College.

### Purpose

The policy is designed to:

- Ensure students develop independent thinking and learning skills to maximise their potential during the course of their studies in the College, and for their future lives;
- Improve Curriculum planning to ensure quality teaching and learning;
- Promote a Whole College approach to teaching and learning;
- Ensure that students receive a range of teaching and learning styles;
- Maximise student attainment and achievement.

To ensure that this policy becomes the standard for creating a quality teaching and learning experience for all students at the College, it is important that the following occurs:

#### All staff will:

- Be made fully aware of the content of this policy;
- Implement the policy while planning their lessons;
- Recognise that quality teaching and learning is not an accident but rather the result of careful planning.

#### In order to be successful we need:

- Creative teaching and learning strategies
- Teachers who promote motivation and self-confidence, with high expectations of all learners and celebration of success;
- Student ownership of learning and celebration of student voice;

- An effective partnership between the College, the student, and the student's home, which recognises and promotes the value of learning.

### **Practice**

#### ***Schemes of Work –***

Individual staff and Heads Department will develop their schemes of work in consultation with the teaching & learning policy, overseen by the Director of Studies

Heads of Dept are to ensure staff follow policy consistently

#### ***Lesson Planning***

Planning and preparation are essential for good teaching and learning to take place.

Good teaching and learning occurs when:

Teachers are organised and start their lessons with clear learning objectives.

The teacher plans the learning intentions for the lesson, and the students are aware of these intentions.

Planning must take into consideration the needs of every student, and teachers must recognise that all students progress at different rates.

The teacher should use available data to assess prior attainment and utilise this information to establish clear targets for students to follow.

#### ***Homework is an essential part of the planning process.***

SLG should ensure that the College has clear and understandable systems which promote excellence across the whole College. SLG are responsible for the clear strategic direction of the College's Improvement Plan.

Heads of Department and Curriculum Directors are responsible for the inclusion of the whole College's strategic planning into their Curriculum areas.

Strategic direction of the College should be reflected in all Department Action Plans

The Head of Department should ensure that Schemes of Work and Lesson plans are developed and shared within teams.

Schemes of Work should provide sufficient detail to secure student progress through the relevant key stage. However, individual lessons may still contain flexibility for professional interpretation.

Members of staff and Heads of Department are responsible for the consistent delivery of the Curriculum across their subject areas.

The primary role of Heads of Department is to ensure quality teaching and learning in their teams.

Heads of Department should endeavour to establish links with other curriculum areas to help co-ordinate the Curriculum and promote transferable skills.

Lesson plans must have clearly defined activities including a starter, a plenary in which the degree to which learning objectives have been satisfied is established, and development tasks for the core of the lesson and homework where appropriate.

The essential aspect of every lesson plan is that they incorporate planned progression and activity.

Learning objectives should be drawn from an appropriate source and reflect the needs of the students to make progress. Sources of information could be subject guidelines, Government recommended work, and exam board syllabi.

Lesson plans should be completed to an approved College format.

Teachers should ensure they cater for the learning needs of all students across a lesson and series of lessons. Every lesson should ensure differentiation to maximise students learning.

A series of lessons should provide different learning activities designed to enfranchise students with different learning styles i.e. Visual, auditory and kinaesthetic.

All lessons should demonstrate pace and challenge.

Good learning occurs when students are active. Learning does not occur when students are passive for prolonged periods. Students should be encouraged to be independent thinkers through the careful structuring of appropriate tasks.

Teachers should follow "A Typical lesson" to maximise the potential of a lesson being judged as good. (Section 5)

Teachers should be fully aware of the latest OFSTED/ISI criteria on the quality of teaching and learning.

### **A Typical lesson**

- Objectives – clear and overt. Continuously referred to during each lesson.
- Clear expectations of prompt arrival of all students.
- A clear lesson structure with an active start.
- Students are active and engaged. Use student targets
- Students asked to explain their thinking.
- Lessons should incorporate activities which comprise a broad range of learning styles

- Differentiation activity should be included in every lesson and facilitate appropriate learning for students differing needs which may include those relating to linguistic ability, academic ability and additional educational needs and cultural background.
- Progression - each lesson must ensure contain activity that ensures that ALL students **demonstrate** appropriate degree of progression.
- English must be spoken at all times by students and staff. Translators should only be used as directed by the tutor.
- Key vocabulary should be reinforced throughout the lesson.
- Where possible lessons should make use of ICT and literacy and numeracy.
- Plenary.
- Independent Learning

### **Homework (Independent Study)**

- Should be relevant.
- Should extend work that has gone on in the lesson.
- To be flexible to cover all learning styles and differentiated
- Should not be used to finish incomplete lessons.
- Should be completed in a professional manner and stored for future reference.

### **English in Lessons**

- During lessons it is expected that under normal circumstances (ie not MFL classes), students will speak in English
- Students are rewarded for speaking English in College with reward cards which are exchanged for a prize at whole College assemblies
- Following initial testing, an estimated IELTS score will go onto Magellan to inform staff about English levels of students in their group. Students are also screened for learning difficulties in their first weeks in the College and are also testing in Maths as appropriate to assist setting arrangements

### **Scrutiny of Work and Lesson Observation**

It is essential that Heads of Department ensure that all members of staff are following the schemes of work appropriately, therefore it is necessary to regularly scrutinise work from students in a range of colleagues' classes.

Heads of Dept and SLG will also scrutinise work as part of the College's commitment to continuous improvement.

All staff in Departmental teams should receive both collective and individual feedback on the outcomes of this scrutiny of work

Lesson observations will occur on a regular basis to ensure good practice is occurring, and to help staff develop their teaching style.

Lesson observation will be conducted using the College's Observation Procedures. .

Members of staff will all receive at most 3 formal lesson observations per academic year, unless there are exceptional circumstances. Staff will ordinarily be observed by their Head of Department and members of SLG.

### **The Learning Environment**

The classroom should be a place conducive to learning where the student desires to learn, and is motivated by their surroundings.

The classroom teacher is responsible for maintaining an environment which fosters students' interest in their subject.

Classroom displays should be appropriate and updated on a regular basis

### **Use of ICT**

Schemes of Work and Planning should make reference to ICT opportunities

Members of staff should, where possible, use new technology to enhance the delivery of their Curriculum.

Use of laptops in class should be monitored to ensure they are used effectively by students

***This policy is informed by guidance from the Secretary of State***

**Part 2**

**USEFUL RESOURCES**

**INDEPENDENT AND EFFECTIVE LEARNERS : HOW TO RECOGNISE**

Developing Effective Learners (DfES – Unit 17 Pedagogy and Practice) identifies the following skills.

Effective learners can :

- organise and sequence their work;
- solve complex problems;
- appreciate when they need to seek help or ask questions;
- read and gather information and take notes;
- share ideas or work in a group;
- appreciate the purpose of what they are doing and make connections with other work;
- evaluate their work and plan what they can do.

Monitoring and evaluation

The Principal in consultation with staff will undertake systematic monitoring and conduct regular reviews of the Teaching and Learning Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.

**Promoting Learning in Practice :**

**The 5 Rs :**

The 5 Rs are widely recognised as attributes in independent learners :

- **Resilience** – sticking at it, having a positive attitude, finding interest in what they are doing, setting targets, practising;
- **Resourcefulness** – using imagination, learning in different ways, asking good questions and taking risks;
- **Responsibility** – knowing right and wrong, getting on with it, taking time to help others;
- **Reasoning** – saying which is better and why, considering all the evidence, choosing the best method and working it through;
- **Reflection** – asking “why?” staying calm, listening to different people and learning from mistakes.

These can be reinforced in a variety of ways:

- Taught discreetly through an assembly;
- Promoted throughout the College environment with purpose-designed posters in Depts and with Study Skills sessions for students
- Identified within schemes of work
- Turned into a learning objective, focusing on one or more of the skills;

**TEACHING TECHNIQUES TO ENCOURAGE ACTIVE THINKING**

Technique	Benefits of Technique
Analogy	<ul style="list-style-type: none"> <li>• encourages creativity</li> <li>• explores new and different ways of thinking</li> <li>• uses personal analogies which reinforce long-term understanding</li> </ul>
Classify	<ul style="list-style-type: none"> <li>• collecting, sorting, categorising and re-categorising develops understanding</li> <li>• inductive approach engages</li> </ul>
Creating Cognitive Maps	<ul style="list-style-type: none"> <li>• helps to link ideas and create overview</li> <li>• help to reveal misconceptions</li> </ul>
Predict	<ul style="list-style-type: none"> <li>• encourages speculation</li> <li>• improves engaging with subsequent learning</li> </ul>
Rank Order	<ul style="list-style-type: none"> <li>• stimulates decision-making</li> </ul>
Reduce Information	<ul style="list-style-type: none"> <li>• requires selection of key information from text or chart</li> <li>• learn about effective organisation</li> <li>• aids revision</li> <li>• competitive element by imposing word limit</li> </ul>
Sequence Text	<ul style="list-style-type: none"> <li>• put broken up text in correct sequence develops understanding of structure of text or a process</li> <li>• can help in description of process</li> </ul>
Transform Information	<ul style="list-style-type: none"> <li>• aids learning as pupils have to deconstruct, before reconstruction</li> <li>• helps reveal misconceptions</li> <li>• variety : text to picture, flowchart or diagram, visualising music, building model for a process or vice versa</li> </ul>
Verbalise	<ul style="list-style-type: none"> <li>• explaining to peers consolidates learning</li> <li>• helps identify gaps in understanding</li> <li>• encourages peer support and encouragement</li> </ul>

***“I am always doing what I cannot do yet, in order to learn how to do it.” - Van Gogh***

**The Recipe for Success : Creating Independent Learners**

**1) Use a creative range of Teaching and Learning strategies to suit different learning styles.**

VAK	Multiple Intelligences	4 styles of Thinking	Learning Tasks
Visual			Diagrams, charts, videos, powerpoint, films, graphs, posters, concept maps, pamphlets, textbooks, drawing, visualisation (mental pictures), collages, colour, highlighting, coding.
Auditory			Discussion, group and pair work, debates, interviews, expositions (teacher or student), presentations, improvisations, guest speakers, mnemonics (to remember), notes, essays, poems, sketches, narrative, reading.
Kinasesthetic	Bodily Kinaesthetic		DART, role-play, dance, making models, simulations, “show-me” boards, freeze-frames, improvisations, ideas linked to movements, human graphs / structures / timelines, field trips, games, competitions.
	Logical-Mathematical	Abstract Sequential	Puzzles, problem-solving tasks, predicting, hypothesising, investigations, sequential tasks, summarising, spotting patterns and links.
	Musical		Chants, rhymes, rhythm, songs, mnemonics, raps, poems, musical interpretation, music for mood.
	Interpersonal		Collaborative tasks with groups, interviewing, coaching or teaching others.
	Intrapersonal		Individual research, learning journals, reflecting on own learning, creating own questions self-evaluation, diaries.
	Naturalistic		Multi-sensory experiences, collecting and classifying data, analogies with natural world, observation, experiments, investigations.
		Abstract Random	Open-ended tasks, improvisation, creative or imaginative responses, personal responses, narrative responses, brainstorming activities.
		Concrete Sequential	Sequential tasks, use of checklists, concept maps, “big picture” of tasks, individualised learning plans.
		Concrete Random	Specific outcomes to tasks, practical tasks, problem-solving, investigations, open-ended tasks, experiments, trial and error tasks, competitions.

(Adapted from: *Pedagogy and Practice Unit 19 : Learning Styles* DfES)

***“I have trained that man so that every time I press this lever he gives me food.”  
(Laboratory rat)***

### **Student Motivation and Engagement**

All students can respond to high expectations and belief in them. All can be motivated.

#### **To motivate and engage students:**

- use students' names;
- praise students and identify precisely what you are praising so they can repeat it;
- use data to inform you about your students' potential and needs;
- use a no hands fairly to ensure an even level of contribution from all students
- create a classroom environment where it is "safe" to contribute;
- make it fun and memorable;
- link to prior learning or experiences;
- mark and assess work regularly; assess for learning;
- use rewards/positive reinforcement
- celebrate success; display students' work;
- use SMART Next Learning Steps;
- write positive comments in teaching and advisory reports – constant criticism will inoculate them against its "benefits".

#### **Give students ownership of their learning:**

Independent lifelong learners are those who own their own learning. They do not learn for their teachers, peers or parents: they learn for themselves. If students are given control over their learning, to whatever extent, they will see themselves in a learning partnership and not just as followers of instructions. They are then far more likely to value the learning and its relevance.

#### **To give students ownership:**

- use students as lead learners in class, both in small group and whole class activities;
- use students to review lessons and schemes of work, sometimes contributing to their development;
- when revising ask them what they want to revise and how they want to learn;
- offer differentiated tasks and let them choose what level of challenge they want;
- if a lesson is not working, stop and reflect with students on the issues and how to remedy them;
- never say, "this is my classroom" – use "our classroom," "our learning," and not "you" and "me";
- use students to review lessons as part of the review cycle;

#### **Enlist the support of other stakeholders: (Parents/Guardians/Agents/Personal Staff)**

If other stakeholders value and use the learning, it will be seen as transferable and relevant.

#### **To enlist the support of other stakeholders :**

- Make positive emails/phone calls to parents/agents.
- Provide parents and agents with high quality, accessible information about coursework requirements and deadlines. Then remind them.
- Bring in guest speakers from the local community.
- Make links with local businesses and charities as part of schemes of work or advisory tasks.
- Encourage students to see people and organisations out of school as useful resources and case studies for their work in school.