



**Joseph Swan Academy**

# **Teaching and Learning Policy**

**2017 - 2018**

To be reviewed September 2018

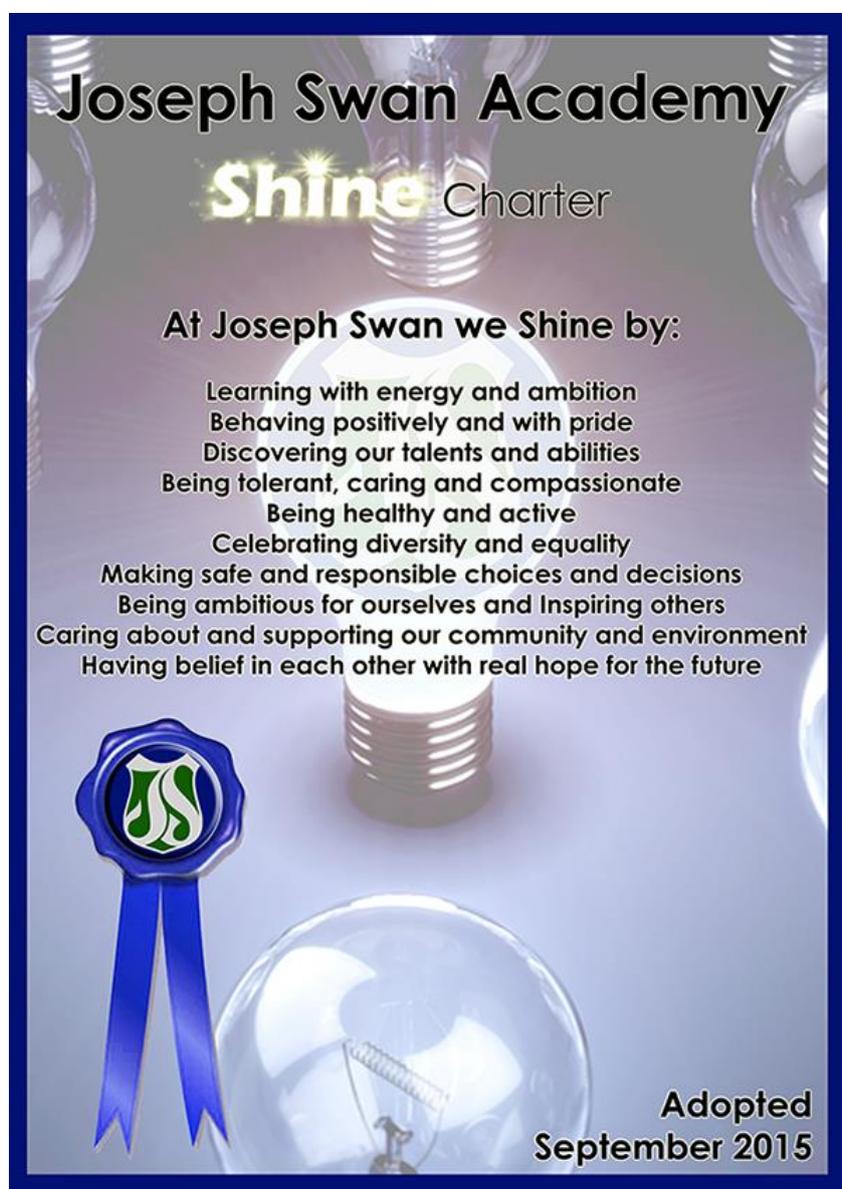
# Teaching and Learning Policy

## Aims of the Policy

At Joseph Swan Academy we believe that every child can 'Shine' and that it is the responsibility of all adults to support students to this aim. Within Teaching and Learning at Joseph Swan we support and challenge students of all abilities to be resilient, ambitious positive participants in their own learning, to ensure that students reach their potential and have the skills required to be life-long learners. We are committed to high quality teaching and learning to raise standards of achievement for all students.

This policy summarises expectations and common working practices; it ensures consistency and makes explicit the best practice to which the school aspires.

This policy should be read in conjunction with the [Joseph Swan Academy Marking and Feedback policy](#).



## The Joseph Swan Academy Teaching and Learning Model:



All phases of the cycle are essential in ensuring that we teach the best lessons that we can to promote student progress in all of our students across the age and ability range.

### 1. Planning

Planning for progress is key to the development of student skills and knowledge and is based on teacher's knowledge of the curriculum, their knowledge of a wide range of teaching strategies and use of resources and their knowledge of the students in their class and their skills and abilities. The Planning for Progress document is a key tool which supports this process and asks us to consider the key questions within the teaching of lessons:

- Where do we pitch teaching for the different abilities of students in our classroom?
- How do we adapt learning activities and resources to support and challenge students?
- How do we assess learning within the lesson to inform this process?
- What does learning look like; what steps on the skills ladder do students need to make to be able to make progress and move forward?

Department have their own policies concerning the process of Planning for Progress in which these elements are addressed but adapted to meet the needs of the specific curriculum area.

Planning for Progress uses the Skills Ladders which departments have developed in order to create a clear pathway from the beginning of KS3 (looking back to KS4) to the end of KS4 and beyond. Skills ladders are an area where we consider the 'How' or a subject as well as the 'What' and provide crucial opportunities for students to apply the knowledge and content of a subject to understand the fundamental skills of learning which are inherent in each subject – an underpin learning across the curriculum.

Heads of Departments work with their Departments to adapt and refine Skills ladders which are the spine of planning at a long, mid-term and short term planning basis.

Students need to encounter a wide range of learning experiences which reflect the strengths of their teachers so there is no directed teaching style at Joseph Swan. Teacher's are encouraged to use a range of effective Learning strategies which are adapted to meet the needs of their students however, sequences of lessons (and some individual lessons) are likely to be structured around the [Six Part Learning Cycle](#) and will include [Key features of Effective Teaching](#).

Learning activities are planned to meet the specific needs of individuals and groups of students (including SEND, the More Able and EAL students) as identified by assessment and other data.

## **1.2 Planning to support students with EAL**

Approximately 10% of students at Joseph Swan Academy speak English as an Additional Language (EAL), students within this cohort represent a wide range of English users from students who may be recent immigrants with little or no knowledge of the language to those students who are bi-lingual and are expert speakers of the language. Students' abilities are assessed and information is recorded on the Academy's Electronic Seating Plans to support staff to ensure that adaptations to planning can be made to support these students. Teachers use [guidance](#) provided by the Academy's EAL Leader as well as assessments using the [English Proficiency Scale](#).

## **1.3 Planning to support students with SEND**

All students who are identified as having a Special Educational Need have a Pupil Profile which identifies the nature of their SEN and suggests strategies which can be employed to support and develop skills and understanding. Pupil Profiles are linked to Electronic Seating plans. Students who have an Educational Health Care Plan (EHCP) will have additional information to support teacher's planning to accommodate and support the student's needs. Further information concerning the support of students who have SEND can be found in the SEND Policy.

## 2. Teaching

Teachers have the privilege of having already mastered their curriculum subjects and skills and have a love of their subject that is shared with students. However we also recognise that teachers have wider skills and learning attitudes that it is important to encourage in students, these include:

- developing literacy and numeracy skills
- developing resilience and a robust attitude to success and failure
- developing ambition to achieve the best that we are capable of
- developing the ability to participate positively and work with a range of different people in a range of varying situations.

In order to support students in the development of these skills, teachers need to provide the opportunities that are required to practice the demonstration of these skills and attitudes to learning, which link to the Skills Ladders within each subject area. Students also need to see good role models in displaying these abilities and teachers should be aware of demonstrating these attitudes within their own practice. The descriptors for assessment of Attitudes to learning are shared with students and parents within the Student Planner and in [information which supports](#) the Academy's Reporting system.

The assessment of attitudes to learning takes place within:

- Assessment of students' work (within verbal or written feedback to students)
- within the monitoring of behaviours in the classroom
- within formal assessment and reporting on students and their progress at calendared data uplift points.

### 2.2 Home Learning

Home Learning is designed to support the aims teaching and learning in the classroom setting. Home Learning for core subjects at KS3 is set to support learning at least once every week, Non-core subjects will set work at least fortnightly. KS4 subjects set work at least once a week and KS5 home learning is likely to be set during each lesson.

Home Learning is logged by teachers on the Home Learning Tracker and is monitored by HoDs and ALT. Home Learning as a preparation for learning (Flipped Learning) or as an opportunity to consolidate or extend students skills or understanding. It may also be an opportunity to encourage greater engagement with a subject or to encourage students' independent learning skills and development of the core attitudes to learning of Resilience, Ambition and Positive Participation. Home Learning may also encourage students to review their own learning and may encourage them to complete green pen tasks.

Whatever the purpose of Home Learning is it should be set at an appropriate level of challenge for students. Additional support resources may be provided to students via the use of platforms such as Google Classroom or through more traditional methods such as text books or photocopied resources.

There is an expectation that Home Learning will be completed by all students.

## 2.3 Classroom Protocols and Expectations

Teachers follow the protocols for the beginning and ending of lessons. At the beginning of lessons teachers meet classes at the door before inviting students into their classroom. Students stand in silence behind their seats before being greeted by staff who will then instruct them to take a seat. Student planners and equipment are arranged on students' desks.

At the end of lessons students pack away their equipment and stand in silence behind their desks. Teachers will formally dismiss students who will then leave the lesson in a calm and orderly fashion.

## 2.4 Adaptation of learning

Lessons are fluid and dynamic experiences and a teacher may plan to alter the course of planned lessons based on their assessment of student progress. Teachers are encouraged to intervene or reshape learning as soon as the need arises to ensure that learning is effectively designed to challenge and/or support learners, in order to support this process Teachers need to identify points of assessment within the lesson which allow them to judge the impact of activities upon learning to ensure an appropriate level of support and challenge for students within the lesson. Adaptation of learning to suit the needs of learners – or differentiation – can be planned for or can be part of an adaptation of learning within the lesson. We recognise that students within one class may start at differing points of the Skill Ladders and that planning needs to be scaffolded to support them to reach the next step of their Progress, from whatever their starting points are. Effective Assessment is always the foundation of differentiation which promotes progress and development

## 3. Assessment

Assessment includes a range of different strategies from the close marking of student's work to the observation of their work during the lesson and questioning (both formally, from the front of the class or informally within individual conversations and small group talk). Assessment is always intertwined with what the next steps are, it is the basis for the modification of future learning to ensure that all students are supported and challenged in their learning in order to promote progress.

This may take the form of:

- Green pen tasks (during the lesson or when marking work after the lesson)
- Adapting the learning activity within the lesson or across future lessons
- Making different resources available (help/challenge sheets, information from text books, working with different peers, one to one support from the teacher, directed support from LSAs)
- Modelling and demonstration from the teacher or a more able student
- Clarification of the task.

More detailed information about this area is evident within the [Joseph Swan Marking and Assessment Policy](#)

## 4. Review

The review phase is an often forgotten or neglected part of the cycle but is a crucial one. Reviewing teaching and the impact of lessons (based on the assessment of student's progress) is the foundation of improvement of Teaching and our Student progress.

Review is also the foundation which underpins subsequent planning. Key questions include:

- Which students made progress and how?
- If students haven't moved forward and is there an identifiable reason for this, and how will future learning demonstrate amelioration of this issue?
- What patterns of problematic behaviour or attitudes are witnessed within lessons and how does a teacher manage the lesson or learning environment to manage these problems.
- What resources or activities worked and could they be adapted for use with other classes to support learning and share best practice with colleagues?
- Have successes or difficulties been identified that we can share with colleagues (academic or pastoral) either as examples of best practice or in order to seek support and advice to help us all to move forward?
- Is the skills ladder working, are additional steps of learning required? Are there elements of skill or content where students are getting 'stuck' and how do teachers support them to move beyond this?
- Is the level of learning pitched accurately?

Many of the most important elements of teaching are the 'invisible' ones but their lack of visibility does not mean that they are not crucial in supporting our students to move forward, these 'hidden' aspects of teaching are the foundations of great teaching and are crucial in promoting great learning.

### Expectations of Staff

Expectations of Teachers and Heads of Department (as well as Teaching Standards) are shared with staff within the Joseph Swan Teacher Planners.

[Expectations of Teachers](#)

[Expectations of Heads of Department](#)

[DFE Teaching Standards](#)

