



# Three Towers

An Alternative Provision Academy

*Expanding Horizons*

## Teaching & Learning Policy (Secondary)

Adopted: December 2016

Review: December 2019

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## INTRODUCTION

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### Teaching and Learning with Children and Young People

We believe that children and young people learn best when they:

- Are confident, feel secure and are aware of boundaries
- Are happy
- Are treated with respect
- Are interested and motivated
- Involved in directing their own learning
- Achieve success and gain approval
- Understand the tasks they are given
- Are challenged and stimulated

### The Learning Experience

This should be organised to ensure that learners have opportunities to:

- Achieve academically
- Develop and practice social skills
- Develop and practice independence
- Work co-operatively
- Be creative
- Use their initiative
- Make decisions
- Solve problems
- Work individually, in groups and as a class
- Improve speaking and listening skills
- Develop and discuss their own ideas
- Explore areas they are interested in
- Develop and practice life skills
- Receive support

### The Learning Environment

Learning takes place in a safe environment which:

- Is challenging and stimulating
- Is peaceful and calm
- Is happy and caring
- Is organised
- Is well resourced
- Makes learning accessible
- Is encouraging and appreciative
- Is welcoming
- Provides equal opportunities

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## PLANNING FOR TEACHING & LEARNING

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We believe that all teaching should be of a high quality leading to each learner making significant and rapid progress academically, socially and emotionally and in relation to any other specific need or individual target. This is achieved by:

- A culture amongst all staff that is focused on continual improvement together, sharing good practice and achieving the best outcomes for every learner
- Every member of staff with responsibility for delivering teaching having a detailed understanding of the specific learning needs of their learners and planning accordingly to allow each learner to make significant and rapid progress. This will involve:
  - consulting with the SENCO about the needs of individual learners
  - using IEPs/learner passports/pen portraits/EHCs as working documents to inform planning and resources
- Working and planning collaboratively with other staff
- Differentiating work, resources and engagement strategies for individual learners, including differentiating lesson planning for learners in the same lesson
- Regular effective developmental evaluation, including self-evaluation, of the quality and effectiveness of teaching
- Effective assessment of the ability and needs of a learner on entry which is used to set individual targets for learners that are achievable, stretching and if met will mean significant and rapid progress both academically and in relation to individual specific needs
- Monitoring learner progress against targets and making timely and effective intervention where learners are not making progress; tracking progress and intervention in each subject in a consistent manner to contribute to the whole school understanding of and planning for each learner
- Establishing positive behaviour in class, following the Behaviour Policy and ensuring incidents of appropriate and poor behaviour are shared with others so that all staff can understand the whole picture of each learner
- Planning for each learner to develop the ability to evaluate and take responsibility for their own learning and behaviour
- Monitoring attendance, punctuality, rewards, sanctions, uniform and where appropriate independent learning tasks/homework
- Having an understanding of the whole offer that has been put in place to meet the learners' need
- Regular high quality Continual Professional Development (CPD) to support the development of all staff and meet identified training needs in keeping with the school development plan.

**The Core Leadership Team (CLT)** sets priorities and targets for improvement of teaching and learning at a whole school level. This is based on a range of factors including evidence gained from quality assurance processes, progress monitoring, behaviour monitoring and staff collaboration. Whole school targets are identified on

the School Development Plan (SDP) and progress against the plan is regularly reviewed by CLT. The targets in the SDP will be reflected in area and subject development plans.

CLT are responsible for ensuring effective teaching across all subjects and for evaluating the quality of teaching. They monitor standards of learners' achievements and set targets for improvements. Subject leaders and others with leadership responsibility will be delegated to set targets and monitor as appropriate by their CLT line managers.

The CLT will:

- Ensure that all learners receive a broad and balanced curriculum based on their individual needs and abilities
- Set high expectations for learner progress and the quality of teaching
- Establish and implement clear policies, practices and quality assurance procedures for assessing, recording and reporting on learner progress
- Set targets for improvement based on evidence, including in-school evidence and best practice
- Analyse, interpret and evaluate data on learner performance against targets and external comparative data; learner performance will include individuals and key groups, including, but not limited to, gender, ethnic minority, religion, learner premium, looked after and most able
- Monitor learners' progress through work scrutiny, work sampling, learner comments and responses to teacher feedback and questionnaires, attainment and progress data, behaviour and incident logs
- Observe staff teaching termly, provide constructive developmental feedback in a timely manner and provide a programme of support to improve the quality of teaching where appropriate
- Arrange developmental, collaborative, teaching practices, including learning walks, assessment moderation and other practices and procedures to support continual improvement of high quality teaching
- Monitor and assess the impact of individual subject development plans
- Develop the capacity of subject leaders and others with leadership responsibility to enable and empower them to lead in these areas so that there is effective devolved leadership throughout the organisation

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## **PLANNING AND PREPARATION OF TEACHING**

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Regardless of the setting all learners have a right to expect to receive lessons that should lead to their progress. This expectation applies to lessons delivered in school, at home, on-line or elsewhere. This progress should be evident over time. Lessons will only lead to progress if they have a clear direction over time and will only meet the needs of individual learners if those needs are planned for. Therefore

staff must be able to provide evidence that lessons have been planned. Subject leads and those with leadership in specific areas, such as numeracy and literacy, must ensure that they provide clear guidance and support, especially for new staff, of units for delivery, timelines/outlines of topics/lessons to be delivered and resources that meet the needs of the learners. Staff are expected to do this in a collaborative way, for example by splitting tasks between all those who deliver a subject or by planning as team.

Lessons are expected to:

- Ensure learners progress in their learning
- Clearly support learning
- Use a clear structure
- Have elements, such as plenaries, that allow learners to summarise their learning and teachers to assess their progress in the lesson so they can help learners understand how to improve
- Allow learners to develop over time and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application
- Be differentiated for the individual needs of the learner by task, resource, and/or outcomes
- Use stimulating resources which engage the individual learner
- Use ICT or e-learning when appropriate because it will lead to progress
- Provide pace and challenge for each learner
- Use effective questioning, feedback and reflection techniques to engage, challenge, encourage and develop learners' understanding and progress
- Incorporate numeracy, literacy, ICT skills, British values and SMSC where appropriate
- Meet any external requirements
- Be informed by prior learning and tracking of progress
- Be enjoyable and interesting
- Effectively use other staff where they are present in the lesson
- Take account of the varying needs of differing groups of learners, such as gender, ethnicity and so on

Lesson plan templates have been developed to assist staff and give them a structure and support for lesson planning that they can have confidence in. Staff are not directed to use these lesson plan templates but where they do not use these templates staff must be able to provide evidence of planning to at least an equivalent standard.

Completing lesson plans in advance will give other staff involved in the lesson the opportunity to familiarise themselves with their roles, the subject area and the expected outcomes so that they can contribute more effectively. This is good professional practice and will support greater collaboration. Effective collaboration with other professionals will lead to improved learning for learners.

Staff are encouraged to share their lesson plans and resources with others – although no two lessons are ever the same and therefore when staff are using lesson plans or resources prepared by others they will be expected to show how that has been adapted to meet the needs of the learners in their lesson. Subject leaders are encouraged to prepare, in collaboration with others, skeleton lesson plans for schemes of work.

Staff should maintain exemplars of good and outstanding work, work showing clear progress, creativity or other positive features. Staff should also maintain data and records to inform planning and improving their own teaching practice.

### **Learning outside the classroom**

An integral part of the progress of each learner is their social and emotional development. In all interactions with learners outside the classroom staff are expected to be aware of the targets for each learner and support the learner in meeting these targets. This means that progress during form time and on trips should be planned for and progress of learners reflected on and recorded. Time should also be allocated for learners to reflect on the trip and where possible it should be linked to future lessons.

The planning of trips should be linked to academic and/or social/emotional targets of individual learners. Learning experiences outside the classroom can raise learners' personal aspirations and increase their cultural capital. We expect all our learners to be treated fairly and equally in accessing curricular trips. Some trips are rewards and will not be accessible by those who have not met the criteria but curricular trips should be open to all depending on risk assessments. Where specific criteria have to be met for attendance on a trip this must be made clear to learners in advance. In less formal settings such as break and lunch staff should aim to support learners' development of specific skills and qualities, such as resilience, co-operation, emotional intelligence and communication. If staff specifically plan how to do this these informal interactions will lead to progress that the learner may even be unaware of at the time.

Meal times are designed to address the emotional, behavioural and social needs of learners through Emotional Literacy. All staff attending breakfast, break and lunch role model appropriate behaviours and encourage learners to make healthy choices. Staff use this time to praise and challenge learners about the choices they have made in different areas of their lives. Other suitable areas of discussion are current affairs, various cultural celebrations, charitable events, local issues and being good citizens. Staff throughout the academy are encouraged to use similar principles and structured sessions to develop learners emotionally and socially.

At all times all staff are expected to role model the behaviour expectations set out in the Behaviour Policy

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## TEACHING STRATEGIES

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All staff should use teaching strategies which:

- Provide learners with a balanced education so that they are not always experiencing exactly the same thing;
- Use positive behaviour management and encouragement for learners to achieve, including praise and rewards according to school policy;
- Allow learners to learn in a variety of styles, including teaching learners how to learn in a variety of ways and to recognise what to do when a teaching style is making it difficult for them to understand what is being taught;
- Encourage learners to work collaboratively with others;
- Equip learners to work independently;
- Nurture learners' creativity;
- Take account of individual academic and non-academic targets of individual learners;
- Make use of good practice developed by colleagues within the school;
- Aim to develop rapid progress for individual learners;
- Provide clear feedback to learners so that they know what to do to improve;
- Include regular opportunities for learners to demonstrate their learning and understanding;
- Make learning enjoyable and incorporate fun where it leads to progress.

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## EXPECTATIONS OF LEARNERS

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Learners are expected to:

### **Be ready to learn**

- Be on time, use a clock or a watch;
- Dress appropriately, including correct uniform if school based;
- Eat and drink in appropriate places;
- Hand in mobile phones on arrival if undertaking school based learning.

### **Be respectful**

- Listen to others and expect to be listened to;
- Follow instructions first time
- Use appropriate and positive language;
- Keep hands, feet, objects and personal comments to yourself;
- Look after the building, displays and equipment;
- Stay for the whole session.

### **Be safe**

- Follow classroom rules/ staff expectations for health and safety;
- Be in the right place at the right time

Learners are expected to take responsibility for their own learning and work with staff to make progress in both academic and non-academic ways. The views of learners to inform planning and delivery are therefore important and learners should be listened to and treated with respect when they discuss their own barriers to learning, what engages them and what helps them succeed.

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## **USING PHYSICAL SPACE TO SUPPORT LEARNING**

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All teaching areas are expected to be kept to a high standard. Equipment necessary for learning activities should be available at the start of every lesson. Notice boards, displays, and posters should be kept up to date, relevant to the learning taking place and should where possible be used during lessons to help the learners make better progress. Staff are encouraged to make physical areas welcoming to the learners and interesting for the learners so that it helps them make better progress.

Transition areas, such as corridors, can also be effective places to support learning and staff are encouraged to make the most of such areas.

Staff are encouraged to use displays of learners' work as a reward and motivation tool so that learners make better progress.

Missing, damaged or dangerous items or resources should be reported to your line manager as soon as they are noticed.

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## **QUALITY ASSURANCE OF TEACHING & LEARNING**

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A robust and rigorous quality assurance process will ensure the quality of teaching is continuously improving and therefore the outcomes for learners will continuously improve. All those who are involved in teaching learners are expected to contribute to the quality assurance process. Quality assurance will be devolved through the line management structure. Subject leaders and others with leadership responsibility will be delegated responsibility for aspects of quality assurance as appropriate by their CLT line managers.

The quality assurance process will:

- Identify key aspects of teaching for development
- Identify good practice, how it can be shared and how it can be implemented as widely as possible
- Evaluate the quality of teaching in line with the OFSTED criteria in use at the relevant time and set targets for improvement, including how those improvements will be measured and when
- Track progress of teaching and learning



- Support the development of staff
- Ensure teaching is measured against consistent standards across the service so that all staff are treated fairly and all learners receive high quality teaching in their relevant area of the provision; to ensure consistency, fairness and provide opportunities for staff development the use of paired observations and moderation of teaching assessments will be used as widely as possible.

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## **CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

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All staff should:

- Update their subject knowledge regularly
- Explore new topics or areas within their subjects that are relevant to the interests of individual learners and could be used to engage learners to make better progress
- Keep their teaching practice and strategies up to date with current trends and initiatives, including those most prevalent in local schools
- Actively discuss and share good teaching and learning strategies, especially those that have worked with hard to reach children
- Proactively input to their personal CPD programme, including through the Performance Management process
- Actively engage with whole staff training
- Support the development of colleagues through collaborative planning, shared developmental lesson observations and developmental learning walks

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## **MONITORING & EVALUATION**

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This policy will be reviewed every three years, but revisited annually to ensure national changes are incorporated into policy and practice.

*This policy should be read alongside the following policies:*

*Behaviour*

*Assessment, Marking & Feedback*

*Performance Management*

*CPD Protocols*