Secondary Teaching & Learning Policy

Review frequency: Annual

Policy Statement

Introduction

The L.E.A.D. Academy Trust requires this policy to be implemented by all its secondary member academies.

Aims of Teaching and Learning at L.E.A.D. academies:

- To ensure that all pupils make or exceed expected progress
- To ensure that pupils have enquiring minds and can be independent and collaborative, whilst demonstrating an enthusiasm for learning
- To provide pupils with a high level of literacy and numeracy skills, as well as equipping them with the wider skills they need to succeed at school and beyond
- To encourage pupils' creativity and innovation through a wide range of media and technologies
- To encourage and challenge pupils, giving them the desire to succeed and have high personal aspirations
- To develop strong and effective links in order to involve parents and the wider community in pupils' learning

Aims of our Teaching and Learning Strategy:

- To share good practice within our professional learning communities and across our Secondary Hub where lessons are consistently good or better
- To ensure that staff are aware of pupils' starting points and that assessment data is used in order to differentiate accordingly for all pupils including the most able
- To ensure that a range of strategies are used effectively in order to personalise learning, enabling all pupils to make rapid and sustained progress
- To create a shared pedagogy through collaboration and co-operation, where pupils' learning, not teaching, is the focus
- To use a range of methods that will encourage pupils to collaborate, explore ideas and work independently
- To ensure that the engagement of pupils strengthens the link between teaching and learning
- To use pupil focused pedagogies enabling teaching staff to create lessons that will enthuse and excite pupils
- To provide pupils with enriched learning experiences that tap into their wide experience of technology

To achieve these aims we will provide…

- A happy, healthy, safe and secure environment;
- An academy site providing the resources for an innovative and exciting learning environment for the 21st Century;
- High quality teaching across the whole curriculum;
- A rich, challenging and relevant curriculum;
- A wide range of extra- curricular opportunities;
- Opportunities for pupils to play a part in developing their academy and community;

- A professional, skilled, highly motivated staff team committed to the ethos and aims of the school;
- Opportunities for parents to be active partners in the education of their children and the life of the academy;
- Professional development of leaders at every level;
- Academy leadership focused on continuous improvement;
- Effective management systems which support the drive to raise standards.

We also understand that children and young people need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

Curriculum

The curriculum is the means by which each academy achieves its objective of educating children and young people in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- We value the way in which all children and young people are unique, and our curriculum promotes respect for the views of each individual, as well as for people of all cultures.

- We value the spiritual and moral development of each pupil as well as their intellectual and physical growth.

- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

- We value the rights enjoyed by each person in our society. We respect each child/young person in our academies for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful so that they become responsible citizens and make a positive contribution to society.

- We provide equal opportunities for all the pupils in our academy.

- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Staff Responsibilities

Senior Leader for Teaching and Learning

Responsible for:

- Ensuring the standard of Teaching and Learning is good or better
- Ensuring the standard of Teaching and Learning is consistent across their academy setting
- Devising and implementing the Teaching and Learning strategy

- Collaborating with the Senior Leader for Staff Development in order to strategically plan for and coordinate Teaching and Learning related CPD
- Implementing a rigorous monitoring and evaluation programme in order to quality assure whole school Teaching and Learning and responsible for subsequent action planning
- Directing work of all lead practitioners/lead teachers
- Undertake educational research with the aim of improving Teaching and Learning pedagogy

Senior Leadership Team (SLT)

Responsible for:

- Ensuring that Teaching and Learning across the school and in the departments/faculties they line manage results in pupils making or exceeding expected progress
- Ensuring that whole school and faculty/subject data informs interventions and that appropriate and timely action is taken in order to enable all pupils to progress
- Consistently communicating to all staff the expectation of high standards of Teaching and Learning
- Ensuring that good practice is fully disseminated in order to ensure teaching is consistently good or better
- Rigorous monitoring and evaluating of Teaching and Learning in the departments/faculties they line manage through collaboration with the Head of Department/Faculty Leader
- Ensuring they model high standards of Teaching and Learning in their own practice

Pastoral Leaders/Year Team Leaders

Responsible for:

- Analysing data relating to behaviour and ensuring appropriate and timely action is taken to ensure progress of all pupils
- Working in order to identify pupils who require interventions to support progress

SENCo, supported by Deputy SENCo

Responsible for:

- Responding to data relating to additional learning needs, ensuring appropriate and timely action is taken to secure progress of all pupils
- Working closely with the Senior Leadership Team in order to identify pupils who require interventions and/or support
- Ensuring that Learning Mentors/Teaching Assistants are deployed effectively in order to enable targeted pupils with additional learning needs to make progress

Lead Practitioners/Lead Teachers

Responsible for:

- Ensuring their own practice is exemplary and therefore consistently good and outstanding

- Regularly reflecting on own pedagogy and improving own practice through research and collaboration
- Providing opportunities for teaching staff to receive coaching
- Planning and delivering CPD as directed by senior leaders in charge of teaching
- Policies and systems related to their own area of responsibility

Heads of Department/Faculty Leaders

It is the responsibility of the Head of Department/Faculty Leader to:

- Ensure a consistent and high standard of Teaching and Learning across the department/faculty
- Ensure that planning is carried out in line with the academy's policy
- Monitor and evaluate Teaching and Learning through lesson observation, learning walks and work scrutiny, identifying areas to develop within the faculty and incorporating this into department improvement plans
- Ensure that all teaching staff have a performance management target linked to pupil progress and developing their own Teaching and Learning practice
- Ensure that underperformance is tackled swiftly and effectively in line with the school's Capability Policy
- Ensure that the school's Marking policy is adhered to
- Ensure that homework is set in line with the school's Homework Policy
- Ensure that subject/faculty data is responded to effectively and that as a result, appropriate and timely action is taken in order to enable all pupils to make or exceed expected progress

Teaching Staff

Each member of teaching staff is responsible for:

- Ensuring that pupils in the classes they teach make or exceed expected progress
- Carrying out all Teaching and Learning responsibilities in accordance with the Teacher Standards
- Ensuring a high standard of Teaching and Learning with their classroom, thoroughly preparing and planning lessons
- Ensuring that planning is thorough and informed by up to date records and data
- Holding accurate and up to date assessment data for the classes they teach both electronically and, where appropriate, in hard copy
- Using assessment data (particularly in relation to pupil starting points) to plan lessons which provide challenge for all pupils including the most able
- Personalising long, medium and short term planning for the classes and pupils they teach using assessment data (particularly in relation to pupil starting points) in order to ensure pupils make progress over time
- Ensuring that pupils are given regular and meaningful periods of time to respond to teacher feed back (to reflect the regularity of marking in the whole school marking & feedback policy)
- Ensuring that there is regular work and an acceptable quantity and quality of pupil work in books and folders
- Working with Learning Mentors/Teaching Assistants appropriately to devise interventions that will support pupils and enable them to make progress

Learning Mentors/Teaching Assistants

Learning Mentors/Teaching assistants will:

- Support teaching staff in the delivery of lessons, devising and implementing appropriate strategies for ensuring pupil progress
- Collaborate with the staff in their departments/faculties in order to ensure Teaching and Learning, particularly for pupils with additional educational needs, is of a high standard
- Assist with the creation of differentiated resources as directed by the class teacher or Head of Department/Faculty Leader
- Work closely with the Head of Department/Faculty Leader and class teachers in order to plan and deliver appropriate intervention sessions within departments

Teaching and Learning CPD

The focus of CPD is an emphasis on sharing best practice.

Activities include:

- INSET days focusing on whole school teaching and learning priorities
- Twilight sessions (Department/Faculty CPD and tailored CPD sessions for groups of staff)
- Collaborative project work within academies and across the Secondary Hub
- Individual coaching
- Experiencing good practice in other schools & academies
- External CPD opportunities
- Action research
- All requests for external CPD (either externally or internally delivered must be made to the Senior Leader for Staff Development at the beginning of the term in which the course is due to run and never less than four weeks before the course is scheduled).

Whole School CPD

INSET days focus on whole school priorities as identified in the School Improvement Plan and a strategy will be in place for improving these areas of Teaching and Learning across the school. INSET days will be an opportunity to deliver internal/external CPD as dictated by while school priorities. Any twilight sessions attended by all staff will also have a whole school strategic focus but may be internally delivered CPD or collaborative sessions intended to share good practice across departments/faculties or groups of staff.

Department/Faculty CPD

Departments/Faculties will be given termly opportunities to share good practice within the department/faculty or receive CPD tailored to their specific needs. Subject specific CPD delivered by members of the department/faculty or external organisations such as examination boards may also be delivered at this time. CPD will be a key feature in strategies for improvement outlined in the Department Improvement Plan.

Individual CPD

The CPD needs of individual members of staff will be determined through monitoring and evaluation by the Head of Department/Faculty Leader or their line manager, as well as their own self-reflection. CPD needs will be recorded during Performance Appraisal meetings and will be agreed by the member of staff and their line manager. CPD needs of individuals may be met by whole school CPD activities, CPD sessions aimed at groups of staff with specific areas for development or by external CPD.

Coaching

Coaching will take place either at the request of an individual for their own self development or as part of a support plan intended to tackle underperformance. Coaching may be given by the line manager, Head of Department/Faculty Leader, Lead Practitioner/Lead Teacher or a member of the SLT.

Quality Assurance of Teaching and Learning

Quality Assurance of Teaching and Learning is the responsibility of the Senior Leader for Teaching and Learning and the Senior Leadership Team (SLT) alongside Heads of Department/Faculty Leaders. A variety of monitoring and evaluation methods are used including: lesson observations, learning walks, pupil interviews, work scrutiny and data analysis. The Performance Appraisal Cycle is also used to hold members of staff accountable for the quality of their own teaching and learning. Staff will be informed in advance of lesson observations; however any other monitoring activities may take place on an ad hoc basis. A programme of monitoring and evaluation activities will be published on at least a termly basis.

Lesson Observations

Observations are a minimum of half an hour and may take place in the first or second half of a lesson. Verbal feedback will be given by the observer as soon as possible after the observation and no later than the end of the following working day. It will be given in a suitable private environment. Written feedback will be provided within five working days of the observation taking place. All lesson observations are recorded on the academy's agreed lesson observation and evaluation proforma. Lesson observations carried out for the purposes of gathering Newly Qualified Teacher (NQT) evidence will be recorded on a separate proforma using the Standards for Teachers. One lesson observation for performance appraisal purposes will take place on a termly basis and will be carried out by the line manager. The purpose of lesson observations will be made clear in advance; for example they may take place for staff development and coaching purposes, monitoring and evaluation or evidence gathering.

Learning Walks

Learning Walks take place on a fortnightly basis and gather evidence on a range of whole school Teaching and Learning issues. Timing and staff involved will vary depending on focus. Learning Walks may take place within the department/faculty or across the academy. Evidence will inform future CPD/improvement plans as well as evaluate impact of CPD carried out. Evidence from Learning Walks will not form the basis of any judgment of an individual's teaching and therefore feedback on individual lessons will not be given unless requested. Feedback and any actions to be

taken will be shared with relevant parties. Teaching staff will not be required to provide a lesson plan for Learning Walks.

Work Scrutiny

Work Scrutiny will take place on a fortnightly basis and will gather evidence on a range of whole school Teaching and Learning issues. Timing and staff involved will vary depending on focus. Work Scrutiny may take place within departments/faculties or across the academy. Feedback will be given to individuals, groups or departments/faculties depending on the focus/findings of the work scrutiny. Staff will not always be informed in advance of the timing of work scrutinies or pupils involved.

Actions

SLT and Heads of Department/Faculty Leaders are responsible for analysing the findings of monitoring and evaluation activities and ensuring that appropriate and timely actions are taken. Heads of Department/Faculty Leaders and SLT will provide information from any monitoring and evaluation activities to the Senior Leader for Teaching and Learning. Heads of Department/Faculty Leaders will inform their SLT line manager in the event of the identification of underperformance of individual staff members.

Effective Learning

Effective learning is the key feature of any successful lesson and is the focus of all lesson observations taken, unless agreed otherwise with the member of staff for development reasons (e.g. behaviour management). Pupils learn in many different ways and lessons will be structured in order to maximise the opportunities for pupils to learn extremely well in ways that best suit them.

Methods of facilitating effective learning include:

A variety of pupil groupings to ensure collaboration (Kagan Structures)
Investigation and problem solving
Research and enquiry
Questioning (differentiated using Bloom's Taxonomy)
Speaking and Listening - Debates, role plays, drama, presentations
Designing/creating
Use of ICT
Real life situations
Reflection on own learning
Assessment – self and peer

The focus of lesson planning should be on facilitating opportunities for pupil learning to take place and for pupils to take responsibility for their own learning.

Effective Teaching

In order to have a striking impact on pupils' learning, lessons should be informed by accurate assessment information in order to provide appropriate challenge for all pupils. Teaching should

inspire, encourage, motivate and enable, aiming to build on the skills, knowledge and understanding pupils need to achieve academically and beyond school.

Characteristics of an effective lesson at L.E.A.D. academies include:

Lessons are:

- Thoroughly prepared and based on knowledge of pupils' starting points, progress and current attainment
- Based on an acute awareness of pupils' previous learning and understanding and information about factors that may affect their learning
- Based on excellent subject knowledge
- Interesting, inspiring and innovative
- Thought provoking, challenging and reflective

There will be:

- Shared learning objectives (including clear Literacy and Numeracy objectives)
- Clear learning outcomes
- Shared assessment criteria
- Clear and high expectations
- A variety of tasks and teaching strategies used in order to engage pupils
- Opportunities to review and reflect on learning
- Opportunities for pupils to develop thinking skills
- Pace and challenge
- Evidence of the teacher's knowledge of teaching and learning pedagogies
- Highly effective use of questioning – differentiated and used to challenge pupils' thinking
- Excellent teacher/pupil relationships
- Excellent relationships between pupils who support and respect each other
- An environment where pupils feel confident to take risks and explore
- Resources that make a marked contribution to the quality of learning and an excellent use of ICT
- A range of assessment for learning strategies including self and peer assessment
- High quality verbal and written feedback enabling pupils to understand in detail how to improve (see Marking & Feedback Policy)
- Regular checking of understanding in order to anticipate necessary interventions
- Precisely targeted use of Learning Mentors/Teaching Assistants who make a marked contribution to the quality of learning
- Regular homework
- Support for the learning of pupils with additional learning needs or who are not making expected progress based on starting points
- Seating plans based on pupil data
- All teachers will reflect on their strengths and areas for development and plan their professional development needs accordingly. Teachers are supported in developing their skills, so that they can continually improve their practice.

In order to ensure that leaders, teachers, support staff and pupils are aware of the core expectations of a L.E.A.D. lesson, the document in Appendix 1 is displayed in every classroom as a minimum expectation.

Behaviour for Learning

Pupil behaviour can have a marked impact on the quality of learning; good behaviour is characterised by pupils being engrossed in tasks and working co-operatively, resulting in a purposeful working atmosphere in lessons. A proactive approach to managing behaviour involves including appropriate and effective strategies in lesson planning.

Planning

Long and Medium-Term Plans

Heads of Department/Faculty are responsible for ensuring that long (LTP) and medium-term plans (MTP) are in place for every term or half term as appropriate. LTPs and MTPs should reflect the statutory requirements for the subject and show evidence of personalising planning for pupils. It is the responsibility of class teachers to ensure that MTPs are personalised for their classes using data and knowledge of starting points, previous knowledge, learning and progress.

Short Term Plans (Lesson Plans)

A lesson plan must be provided for every observation undertaken. One copy of the lesson plan as well as copies of resources and data held on the class (data analysis) should be given to the observer(s) on entering the classroom.

Lesson plans must clearly demonstrate the progress pupils are expected to make and how that will be achieved. It should be clear where pupils are now and where they are expected to be; planning should be linked to assessment criteria as closely as possible. The majority of the detail should be in the description of: how the task links to previous learning; the rationale behind the task (why pupils are doing the task, how it will build on prior learning).

Data and Assessment

Assessment is an integral part of learning and effective teaching and planning. Assessment for learning should be part of every lesson, and along with summative assessment and data, provide teachers with an acute awareness of pupils' progress, prior learning and understanding. Pupils should consistently receive verbal and written feedback of a very high quality, enabling them to understand how to improve. Assessment (either formative or summative) and data (including gender, Pupil Premium, SEND, Most Able, FSM and attendance etc.) should be consistently used to inform medium and long-term plans, personalising planning in order to match teaching to pupils' specific needs. Pupils' starting points and required progress should be the primary consideration when planning.

Use of Data to Inform Planning

Class teachers should regularly analyse the data held for each of their classes, primarily taking into account pupil starting points and expected progress as well as factors affecting learning such as gender, SEND, LAP/MAP/HAP, FSM and attendance etc. When being observed, a copy of the data analysis for the class should be handed to the observer with the lesson plan.

Interventions

Planned interventions are undertaken in order to impact on pupils' progress and achievement. There are three stages: in-class, departmental/faculty and whole school.

In-class Interventions

In the first instance, responsibility for the progress of ALL pupils within a class lies with the classroom teacher; lack of progress (identified through summative assessment and use of the data tracking should be acted upon in a timely and effective manner. All pupils learn differently and this should be reflected in planning for classes and individuals. Specific Additional Learning Needs should be catered for with appropriate strategies and resources e.g. the use of overlays and coloured paper. However, a variety of Teaching and Learning strategies should be used in order to meet the different needs of all pupils in order to ensure they make or exceed expected progress; differentiation does not mean more or less work/harder or easier work.

Department/Faculty Interventions

The Head of Department/Faculty Leader is responsible for analysing departmental data every half term, reporting to their SLT Line Manager. This analysis should be shared with the faculty and action plans devised in order to address lack of progress of individual pupils, groups (e.g. boys, FSM, SEN), specific classes and year groups.

Interventions may include: working with a specific classroom teacher to ensure that strategies are put in place for classes and individuals; use of after school sessions for targeted pupils; planning departmental interventions, for example addressing a weakness in a particular subject skill or topic. The impact of interventions should be monitored and evaluated by the Head of Department/Faculty Leader through further data analysis, work scrutiny, lesson observations and regular review of departmental planning.

Whole School Interventions

The Headteacher, Deputy Headteacher, Assistant Headteachers, Pastoral Leaders and SENCo meet on a half-termly basis to review progress and discuss actions. The SLT in charge of interventions will devise and produce an appropriate data report to be reviewed at this meeting. The Heads of Year/Year Leaders devise Intervention Plans which may include targeting pupils across all year groups in a variety of lunchtime and/or after school intervention sessions as well as a range of strategies from across the academy. This data is then entered into the WASP (Whole Academy Support Programme).

Appendix 1: Key features of a lesson

The Outstanding Lesson

Characteristics

Outcomes for Pupils:

- Quality and rigour of assessment in all year groups and classes.

- Staff share pupil targets and discuss the way forward.

- Pupils get the opportunity to read across a wide range of texts.

- High quality discussions between pupils and staff.

- Rapid and sustained progress for all groups of pupils in all lessons.

Quality of teaching, learning & assessment:

- Teachers consistently have high expectations of all pupils.

- Teaching engages all pupils with appropriately challenging work.

- Pupils' responses demonstrate gains in knowledge.

- Teachers monitor progress and use questioning and discussion to assess.

- Consistently high quality marking & feedback.

- Teaching of reading, writing, communication & mathematics is effective

L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

The Outstanding Lesson

Characteristics

Personal development, behaviour and welfare:

- **Punctuality to the Academy and lessons.**

- **Behaviour in class & outside lessons is impeccable.**

- **Pupils have pride in their Academy – manners and conduct.**

- **Attitudes to learning help progress in lessons.**

- **Pupils display a thirst for knowledge.**

- **Skilled and highly consistent behaviour management by all staff.**

- **All groups of pupils feel safe.**

Leadership and management:

- **Robust self-evaluation and continual assessment of what is being delivered.**

- **Consistent application of procedures and policies.**

- **High quality teaching.**

- **High levels of achievement and behaviour.**

- **High levels of spiritual, moral, social and cultural development.**

- **The pursuit of excellence is by all.**