



JOSEPH LECKIE ACADEMY

TEACHING & LEARNING POLICY

This policy is reviewed e.g. annually in autumn

Approved by Governors: 8/12/16

Review date for Document: 8/12/17

Purpose and Aim

As teachers at Joseph Leckie Academy we all have strengths. We value the autonomy to teach in the way that exploits those strengths and maximises learning, nevertheless we must be **consistent** in our classroom practice. The purpose of the policy is to promote a sense of direction, high expectations of collaborative, as well as individual endeavour to continually raise student achievement, progress and standards.

Joseph Leckie Academy Lesson Protocol:

1. Preparation

- a. The lesson is **well prepared**. Teaching and planning should **extend all students' knowledge, skills and understanding in lessons and over time**.
- b. The **title and objectives (giving the context)** are displayed on the board (where practically possible) and **are made clear to the students** at the start of every lesson (see guidance sheet at the back of the policy especially re copying objectives down) or at the appropriate time in the lessons.
- c. Teachers use their expertise, including demonstrating their subject knowledge to develop students' knowledge, skills and understanding.
- d. Lesson Plan Summary Sheets or alternative written plans e.g. your planner or powerpoints would be advisable for observed lessons.

2. Progress data is effectively used to track students.

- a. The teacher uses data effectively to target differentiation to all students including SEND and G & T to provide support, stretch and challenge. Resources are provided for students with a range of aptitudes and needs, including those with special educational needs and/or disabilities, so that their learning improves.
- b. A Pupil Information Mat (PIM) is available for all key stage lessons. Teachers show evidence of tracking using either "exported tracking sheets" and/or teacher planner for all key stage lessons.
- c. The seating plan (KS3 and 4) is always available for use by cover staff (except for some practical lessons).

3. The **use of resources**, including the effective use of **teaching assistants** where applicable, should promote rapid learning for students regardless of their aptitudes and needs and must add value to students learning.

- a. Students with specific learning needs should be supported at the appropriate time and level to optimise their understanding and promote a level of independent learning.
- b. Where there is a support member of staff they must be well prepared and clear about their role and nature of the work (objectives of the lesson, materials and strategies) and the student(s) they are assigned to.

4. The teacher uses a variety of pedagogic approaches including **independent learning for a significant proportion** such as; individual, pair and/or group work.

5. **Agreed basic academy rules are followed** e.g. no hats, chewing gum, outdoor clothing etc are dealt with effectively at the start; it is the teacher's discretion regarding the use of mobile phones; the **seating plan** is directed by the teacher; latecomers are settled quickly and dealt with at an appropriate point with a **sanction** where necessary. The teacher must arrive on time and meet and greet students wherever possible.

6. **Starts and ends** of lessons are **clear**. The **start is prompt and purposeful** with a clear introduction or starter activity and the **objectives are introduced and reviewed at appropriate times during the lesson**.

7. The **register is completed every lesson on SIMS within 10 minutes of the start**. There is evidence of an accurate record of attendance, planning, assessment, participation, grades and homework in line with faculty/departmental policy.
8. **The Academy's Positive Behaviour Management policy** must be used effectively.
 - a. The teacher's feedback and praise is frequent and received positively. Good work and behaviour should be encouraged by use of Vivos and/or Achievement Points. Relationships are good and students work hard and try their very best.
 - b. The **teacher's instructions are followed immediately**. Students do not talk whilst the teacher or another student is talking. Teachers rarely have to resort to shouting and are clearly in control. Where necessary, consequences (C1-4) are used consistently and where sanctions are given they must be followed up by the teacher.
 - c. Students are not left unsupervised.
 - d. Well judged and effective teaching strategies successfully engage students in their learning and help foster their curiosity and enthusiasm and prevent disruptive behaviour. Pace and depth of learning is maximised as a result of teachers' monitoring and timely interventions.
9. Work is clearly focused and challenging to all students.
 - a. A range of resources and activities are differentiated to promote different types of learning. Students are clear about expectations for response e.g. raise hands or wait to be asked.
 - b. Effective higher order questioning is used to challenge students' learning and discussion is used to promote learning; tease out students' understanding and to develop higher order thinking skills (Bloom's/Anderson's Taxonomy).
 - c. There is an atmosphere of respect whereby students listen and respond to each other. Students feel safe in taking risks to challenging questions (and activities).
10. **Assessment for Learning** is a feature of every lesson.
 - a. Students are clear about their progress, their current levels/grades, Academy estimates and how to improve their work. Frequent*, detailed, diagnostic and accurate feedback from teachers following assessment of their learning helps students understand how to improve and progress to desired outcomes and impacts positively on progress. Students are constantly challenged to achieve their best levels (see guidance re AfL strategies).
 - b. Teachers manage the learning of individuals, groups and whole classes, modifying their teaching to match the learners' needs and has the confidence to divert away from the lesson plan as required.
 - c. Learners are supported and guided to reflect on their learning, identify the progress they have made and identify their emerging learning needs.
11. **Literacy and Numeracy:**
 - a. **All lessons make explicit contributions to literacy**. Teaching enables students to develop skills in reading, writing and communication.
 - b. Teaching enables students to develop skills in mathematics where appropriate.
 - c. ICT is used to enhance and enrich learning, for example: in the lesson preparation; in the resources used; in the lesson delivery; and/or by students in the learning process.
 - d. Where appropriate, the lesson should make reference or reinforce the Word for the Week (updated weekly on Frog).
12. **Transferable and cross curricular skills:** students are taught how to apply what they have learnt; extend their broader skills such as research and teamwork and understand how a method can be used in other subjects.

13. SMSC, FBV, Every Child Matters and Collective Worship:

- a. Where appropriate, the lesson should make an explicit contribution to one or more of the outcomes of **SMSC** (Spiritual, Moral, Social and Cultural - see SMSC Audit Guidance) and/or 'Thought for the Week' (available on Frog) which includes a contribution to collective worship, broadly Christian in nature.
- b. Where appropriate, the lesson should make explicit contribution, to developing understanding of Fundamental British Values
- c. Where appropriate, the lesson should make an explicit contribution to one or more of the outcomes of "**Every Child Matters**": being healthy; staying safe; enjoyment and achievement; making a positive contribution to the community and/or economic well-being.

14. Appropriate and relevant homework is used to develop students' understanding and skills.

- a. There is evidence of regular marking, (*in line with the Faculty/Departmental marking policy), which is impacting positively on progress. The **academy literacy marking policy** should be applied.
- b. Homework is set which consolidates and extends knowledge and understanding students have acquired and is recorded in the student organisers and follows the homework timetable.
- c. Teachers use Frog Learning Platform, wherever possible to extend opportunities for learning.

Monitoring and evaluation

- The Head of Faculty/Department is responsible for ensuring that subject teachers are familiar with the policy and able to effectively implement it.
- The Head of Faculty/Department is responsible for monitoring the implementation of the policy through part or whole lesson observations, reviewing teachers' planners, monitoring students' exercise books (half termly), discussions with students, reviewing lesson planning/units of work and through the Academy's monitoring and evaluation of the quality of teaching.
- The Head of Faculty/Department will liaise with their link person on the Leadership Team or the CPD Coordinator where they identify areas of concern or where there are training needs for individuals to develop colleagues' effectiveness in learning and teaching.
- The Leadership Team will be responsible for monitoring the effectiveness of the policy across the Academy. This will involve: monitoring the quality of teachers and teaching assistants through drop-ins, lesson observations, work scrutiny; discussions with Heads of Faculty/Department and via the SEF monitoring process.

The Academy monitoring and evaluation of the quality of teaching involves drop-ins, formal appraisal observations and additional observations as required, for example all new staff in the first term, NQT programme of observations and staff on support programmes. These are carried out by members of the Leadership Team and HOF/HOD/Appraiser and forms part of the Appraisal monitoring.

Learning Objectives Guidance to accompany the Learning & Teaching Policy:

In Key Stages 3 and 4 lessons:

- There is consistency in the terminology used by all staff which relates to the Learning & Teaching Policy.
- The title and objectives are clearly displayed (there may be a few exceptions, for example where there are practical difficulties such as lessons which are outside for PE.
- That all staff use objective phrases (for further guidance see Pedagogy and Practice Units 1 and 12) which are kept short and focused and in student speak:
To know.....
To understand....
To develop...

To apply their.....

To explore or refine strategies....

- That where staff want to use BETL (By the end of the lesson) or WALT (We are learning to) these are used verbally when the objectives are explained but that students should not copy these phrases down.
- That outcomes (differentiated and challenging) are optional on the lesson plan, may be displayed, but should not be copied down by students. These may/may not be shared with individuals as appropriate to challenge individuals but only where it would not de-motivate students.
- Students should **only copy down the objectives when this is done for the purpose of enhancing learning**. There MUST be an educational reason for doing this such as: when they are related to exam specifications and it is useful for the students to know the focus; to calm a group down such as after a PE lesson where this task serves to focus learning (although starters can also be used for this); when a teacher uses them as part of AfL within the lesson for students to tick them off in their books etc. It is suggested that if this is needed then the lesson objectives can be pre-printed and stuck into students' books.
- Alternatively it is recommended that the objectives from the Scheme of Work/examination specification are pre-printed and stuck into students' books for a unit of work and these can then be referred to during a specific lesson and ticked off.
- An example of good practice as a starter is to display the objectives and get students to work out the outcomes for themselves and write these down.

Copying objectives down can have a detrimental effect on the lesson slowing the pace and learning down, however the writing of objectives can be at the discretion of the teacher where this is felt to be of relevance to learning in the lesson. Where students copy these down, this should be kept to a minimum time (a maximum of 3 minutes) and the objectives should be short and concise.

Post 16 lessons:

- For Sixth form lessons, attention should be drawn to the examination specification objectives, text books or a teachers handout, this is usually done orally with the students at the start of a lesson or the start of a unit of work.

Reminder – Making Cross curricular themes explicit e.g. literacy, numeracy, SMSC, FBV etc.

Whichever focus is delivered it should be made clear either at the start or during the lesson and **made explicit at some stage during the lesson** (it may well be an objective) but it is not a necessary requirement to have it displayed with the objectives.

Some examples: if key words are displayed, they may well be referred to at the start, developed during the lesson and reviewed at the end. Alternatively if empathy is indicated on the plan, students must be made aware that they are to develop their empathy and be clear what this means.

Assessment for Learning Strategies

There are numerous AfL strategies and it is a good idea to review Ped Pack Number 12 as a starting point if you are not already familiar with some of these. Examples include: peer and self-assessment; open ended questioning; oral and written feedback; teacher led discussions against criteria; modelling, demonstrating and discussing good and bad examples; traffic lighting; KWL grids; self-reflection exercises...

How to be outstanding checklist

Student outcomes

Students:

- make substantial and sustained progress,
- develop excellent knowledge and understanding.
- are able to articulate their knowledge and understanding clearly in an age-appropriate way.
- read widely and often to a high standard, with fluency and comprehension.
- attainment is broadly in line with national averages or if below these, it is improving rapidly
- from their starting point, are generally making and exceeding expected progress in the subject and this is high compared with national figures. Where they are disadvantaged the students' progress matches or is improving towards that of other students nationally.

Personal Development, behaviour and welfare

Students:

- are confident, self-assured learners.
- have excellent attitudes to learning and this impacts positively on progress.
- show respect for others' ideas and views.
- should have opportunities where appropriate to discuss and debate issues in a considered way showing respect for others' ideas and points of view
- are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- are self-disciplined and conduct themselves well throughout the lesson. Incidences of low-level disruption are extremely rare.
- are orderly. They respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption.
- are safe and feel safe at all times. Teachers take rapid and appropriate action to resolve any concerns they have.
- should be exposed to one or more of the following: health, healthy living, careers, economic well-being, making a positive contribution, FBV, SMSC, in order equip them to be thoughtful, caring and active citizens.

Teaching, Learning and Assessment

Teachers:

- demonstrate deep knowledge and understanding of their subject.
- use higher order questioning highly effectively. They identify and act on common misconceptions.
- plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.
- manage students' behaviour highly effectively with clear rules that are consistently enforced.
- provide adequate time for practice to embed the students' knowledge, understanding and skills securely.
- introduce subject content progressively and constantly challenge students appropriately.
- check students' understanding systematically and effectively, offering clearly directed and timely support.
- provide students with diagnostic feedback, about what they can do to improve their knowledge, understanding and skills. Students use this feedback effectively.
- set challenging homework, in line with the Academy's policy which either consolidates learning, deepens understanding or prepares students for their next stage of learning.
- embed reading, writing and communication and, where appropriate, mathematics exceptionally well across.
- have consistently high expectations of all students' attitudes to learning.
- encourage and inspire students who in turn enjoy learning, are curious and eager to develop, consolidate and deepen their knowledge, understanding and skills and students love the challenge of learning.
- are quick to challenge stereotypes and the use of derogatory language in the lesson.
- prepare differentiated resources and teaching strategies to reflect and value the diversity of students' needs.