

Teaching and Learning Policy

This document should be read in conjunction with individual curriculum area policies, marking and feedback policy and criteria for outstanding lessons documentation.

1. Vision

At The Belvedere Academy we seek excellence for all our students, parents, staff and governors.

Students of all abilities at The Belvedere Academy will be given equal opportunities to learn in order to make exceptional progress and to achieve their full potential. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles.

Staff of all experiences and disciplines will be given equal opportunities to improve their teaching practice in a culture of continuous reflection and improvement.

It is the responsibility of all staff and students to evaluate their own performance. By knowing and understanding how staff and students are performing, staff at all levels can enhance and share strengths and identify potential for improvement.

Self-evaluation is the key to improvement. Priorities for development in Teaching and Learning will be generated from this in line with the cycle of whole academy improvement planning.

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1.1 Aims

This policy aims to improve the quality and consistency of teaching, assessment and self-evaluation in order to raise standards in teaching, learning, progress, achievement and attainment. Aspirations for this are:

- Inspiring students to ensure that they learn exceptionally well.
- Recognising a culture of learning for all.
- Establishing an ethos of sharing and reflective practice for all.
- Promoting consistency and quality of teaching.
- Establish an 'Open Door' policy across the Academy.
- Outstanding leadership of teaching and learning at whole Academy, Curriculum Area and student levels.

2. The Academy approach

2.1 Leading

The Senior Management Team fundamentally believe that 'outstanding' teaching derives from relentless and systematic monitoring and evaluation of each student's progress and a willingness and confidence to modify lessons in accordance with latest pedagogy leads to a striking impact on all students' learning.

The Senior Management Team will set priorities and targets for improvement at a whole Academy level based on the evidence gained from monitoring procedures. Progress towards these are tracked and made on the Academy Development Plan. Monitoring and evaluation principally takes place through curriculum area reviews, classroom observations of teaching and learning and learning walks. These are carefully collated, analysed and interpreted to give a clear picture of teaching and learning at any one time.

All teachers are also learners and should be striving to reflect upon, evaluate and improve their practice. This means understanding both the teaching and learning process and building on students' skills, knowledge and understanding. Teachers are managers of the learning environment facilitating all students to reach their full potential. In order to facilitate the learning process for teachers there needs to be opportunities for professional development.

A good learning environment is created when students participate in and are motivated by the lesson content, interact well with both the teacher and other students and improve their skills and confidence in themselves as learners. Students need to feel that they are learning and therefore achieving.

Although we recognise that extensive learning takes place within the classroom students should realise that there are opportunities for learning outside the classroom.

All members of The Belvedere Academy are most strongly encouraged to '**Develop a passion for learning - to be the best that they can be**'.

2.2 Developing

The Senior Management Team aims to create a culture where professional dialogue and reflection about learning is a key feature of the Academy. We recognise that outstanding teachers reflect on and evaluate their own practice and its impacts.

Teaching and learning will be developed across the Academy through:

- Annual implementation of a Training Needs Analysis identifying areas of strength and weakness at individual teacher and departmental level. Evidence will be gathered from Learning Walks, classroom observation and teacher reflection.
- Linking Performance Management targets to identified needs in improving the quality of teaching.
- Ensuring that CPD opportunities are sharply focused on improving the quality of teaching and learning.
- Designating whole-Academy INSET to improving teaching and learning by delivering high quality, interactive training specific to the needs of the staff.
- Ensuring that all teachers understand what 'outstanding' teaching looks like.
- Building more capacity for the development of 'in-house' training, through drawing on the expertise of staff at all levels in the Academy.
- Use of CPD to encourage reflective practice.
- Establishment of a teaching and learning coaching group
- Development of NQT/ITE programmes.

- Embracing new technology to share good practice around the Academy

2.3 Monitoring

The Senior Management Team will monitor and evaluate the quality and consistency of teaching and learning through a formal departmental review process involving:

- Formal Lesson Observations
- Learning Walks
- Focused drop-ins
- Work Scrutiny
- Homework Review
- Evaluation of quality assurance processes
- Student Focus group interviews
- CPD/Leadership evaluation

3. The curriculum approach

Curriculum Areas have a policy on teaching and learning which reinforces and reflects the Whole Academy Policy. Curriculum/Subject Leaders are responsible for, and have a crucial role to play, in:

- Reinforcing the Academy's shared values and expectations that support high quality teaching and learning;
- Writing the Curriculum Area Development Plan with its emphasis on developing teaching and learning in line with the Academy Development Plan;
- Encouraging the development of high quality teaching and learning resources;
- Encouraging the development of effective teaching and learning styles, focusing on maximising opportunities for exceptional learning
- Developing the role of learning support;
- Contributing positively to an effective system of pastoral care;
- Encouraging and reinforcing the Academy's core belief of teacher learning through strategically planned CPD;
- Promote the ethos that all staff take an active interest in their own professional development and how it impacts in the classroom;
- Teaching and learning emphasis in meeting agendas;
- Monitoring the consistency and quality of teaching and learning in line with the whole Academy approach at senior level;
- Creating and exploiting opportunities to constantly seek feedback from students and peers about the effectiveness of their practice using feedback is used to adapt and improve the learning process;
- Understanding and promoting what it means to be an 'outstanding' teacher;
- Responsibility to share good practice with other curriculum areas.

4. The individual approach

All teachers are leaders of learning. They also act as positive role models to students by embracing a culture of life-long learning. We use this to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plan. Teaching staff are professional and will plan lessons and series of learning which include:

- Achievement
- Attainment
- Rapid and sustained progress

- Maximised learning
- Appropriate challenge
- Engagement
- Accurate assessment
- Skilful questioning
- Differentiation
- Pace
- Well-chosen interventions
- Positive behaviour for learning
- Out of classroom learning
- Praise and reward
- Developing literacy where appropriate
- Developing numeracy where appropriate

5. Continuous Professional Development

Professional development is essential for supporting all adults to develop their own learning. Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this.

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at curriculum area meetings in order to share good practice;
- plan their own CPD programme in conjunction with their identified needs from classroom observations, learning walks and performance management targets.
- Support the development of others

6. Effective Teaching

To ensure learners' experience is maximised, we seek to maximise teacher expertise. In order to have the most effective teaching, parents need to support teaching staff at the school by expecting students to achieve their best. The partnership between home and school is a vital element in the success of every student and must be developed to the best possible degree.

6.1 Make their lessons purposeful:

- through carefully planned, well-structured and appropriately paced lessons, that use time effectively to maximise depth of learning;
- by making objectives and outcomes explicit to students at the beginning of each lesson, task or topic and involving students actively in their evaluation of their achievement;
- to extend previous knowledge, skills and understanding of all students;

- through explicitly checking understanding and reviewing work covered in each task or topic;
- by delivering schemes of work or a syllabus which incorporate spiritual, moral and cultural elements to agreed curriculum area deadlines;
- by exploiting opportunities to develop skills in reading, writing, communication and mathematics;
- by starting lessons on time and avoiding 'wasted time' at the end.

6.2 Engage students through interesting and stimulating lessons:

- by promoting the learning as the most important part of the lesson;
- by consciously showing enthusiasm and positivity for and about their subject and learning;
- by devising imaginative/creative approaches to the development of knowledge and skills;
- by varying teaching styles (Tactile, Olfactory, Visual, Auditory, Kinaesthetic), learning activities and the learning environment to maintain students' interest and take account of learning styles;
- by using questioning and discussion to promote learning;
- by fostering curiosity and enthusiasm for learning;
- by using praise and positive reinforcement to foster self-esteem, motivation and confidence;
- by regularly displaying examples of students' work and other relevant stimuli;
- by encouraging students to demonstrate their skills through formal presentations, drama, debate and role play;
- by using ICT and multimedia presentation when and wherever appropriate to enhance the learning experience and outcome.

6.3 Create an orderly environment and manage classes efficiently:

- by matching teaching style to lesson objectives and group dynamic;
- by organising physical resources in ways which will promote orderly classroom management;
- by being consistent about classroom procedures and the Code of Conduct which has been agreed by the whole staff;
- by setting appropriate and regular homework to contribute to students' learning;
- through frequent, high quality marking and feedback (see Marking and Feedback Policy);
- by keeping up to date and accurate records in mark book and submitting assessment data for reporting in line with the published deadlines;

- by being flexible enough to adapt their lesson plan to take account of students' contributions and the mood of the group;
- by setting and achieving high standards of behaviour and motivation;
- by regularly reviewing student grouping and seating to promote effective learning.

6.4 Match learning activities / opportunities to all abilities

- by enabling students to understand how to improve their learning;
- by using evidence of prior attainment to gauge students individual capabilities;
- by using information on individual's preferred learning styles;
- by setting challenging tasks that are matched to students' specific learning needs which ensure students' active participation in lessons, for the most able students as well as for those with SEN;
- by using sharply focused and timely interventions and support matching students' needs accurately;
- by systematic and accurate assessment of understanding and acquisition of knowledge through a variety of means;
- by working proactively with Learning Support Assistants;
- by setting high expectations for all students, rewarding achievements with praise and reward (see also Rewards Policy and Special Education Needs Policy).

6.5 Develop positive and productive working relationships with students:

- through confident and assured command of subject matter, which is regularly updated;
- through appropriate professional development, observations, discussions, and INSET;
- by being clear with instructions, questions and explanations;
- by understanding and promoting the value of focussed discussion and setting ground rules for speaking and listening;
- by fostering mutual respect, student to student, teacher to student and teacher to parent;
- through actively promoting equal opportunities through the teaching and learning process (see also Equal Opportunities Policy);
- by encouraging parents to support student learning;
- by supporting students by holding after school coursework/revision sessions/enrichment activities.

6.6 Use both formative and summative assessment to evaluate students' progress and to inform future teaching plans:

- by using a variety of formative in-class assessment, which relates to the subject area;
- by marking consistently and positively in line with whole Academy and curriculum area policies (see Marking and feedback Policy);
- by giving regular feedback either through marking of work or verbally to students about their work and setting them challenging but achievable “SMART” targets;
- by encouraging self-assessment and peer assessment in the drive to strive for improvement;
- by following the established learning review strategy (Grade Cards, Reports, Key Stage Progress Meetings) and meeting the associated whole school deadlines for this process;
- by encouraging and trusting students to take responsibility for their own learning e.g. through guided study, self-assessment and small scale opportunities for them to teach the rest of a class;
- by checking progress against potential by critically using benchmark data; MIDYIS/FFT/ALIS/Key Stage APS as well as internal departmental benchmark data. (See also whole school Assessment Policy);
- by statistically analysing individuals and whole class performance in relation to the provided benchmark data;

6.7 Create further opportunities for learning:

- encourage students to develop the skills to learn for themselves. Plan activities for pupils to become more resilient, resourceful, reciprocal and reflective learners.
- all teachers have a responsibility to promote the school's code of conduct and values with consistency (see relevant policies);
- assemblies should start promptly, be well planned, involve opportunities for student participation wherever possible, offer time for reflection and finish in good time;
- collective Acts of Worship and tutorials should also be well organised and allow students to develop their own ideas and thoughts through challenging material;
- the school's code of conduct should be promoted in all lessons around the school and when students are representing the school on trips and visits;
- Enrichment/Extra-curricular activities should be open, and encourage all students who wish to attend. They should provide opportunities for extending learning beyond the classroom and encourage and support students to develop an interest in the subject outside of the classroom.

7. Student level

Effective Learning: Where learning is effective, students ...

Are motivated to:

- take an active interest in their studies through encouragement and support from their parents/carers;
- improve their performance and be willing to learn from areas for development as well as strengths;
- Show high levels of engagement, interest, resilience, confidence and independence and readily respond to the challenge of the tasks set;
- demonstrate, in assessments and tests, that they are performing at least as well as can be expected, according to standards for their age and ability;
- care about the presentation of their work and look after resources.

Take responsibility for:

- their learning;
- their progress. Pupils should know their target and how they are to achieve it;
- evaluating their achievement of learning objectives and outcomes;
- concentrating on tasks set and listening attentively when appropriate;
- developing the confidence to raise questions, to try to find answers and asking for help when needed;
- helping each other and working collaboratively as well as independently;
- developing over time the ability to work autonomously and to take responsibility for their own learning;
- to take initiative. This is particularly important at GCSE and Post 16 level, where coursework is often a major part of the final examination mark/grade.

Have developed or are developing the following skills:

- resilience – they persevere with tasks they find difficult without losing heart;
- resourceful - respond positively to opportunities given to extend their learning;
- reflective - the ability to modify and redraft work;
- responsible - meet deadlines;
- retain knowledge, apply it in unfamiliar contexts and make connections with other work.

Understand the implications of social learning by:

- arriving on time to lessons, appropriately equipped;
- being able to adapt easily to different ways of working;
- evaluating their own work and making realistic judgements about it;
- perceivably gaining in skills, knowledge and understanding, given their age and ability and the time available;
- being able to decide the best methods to adopt and the resources they should have;
- communicating information and ideas, offering comments and explanations;
- feeling that they are valued by their teachers and that their achievements are being recognised.

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