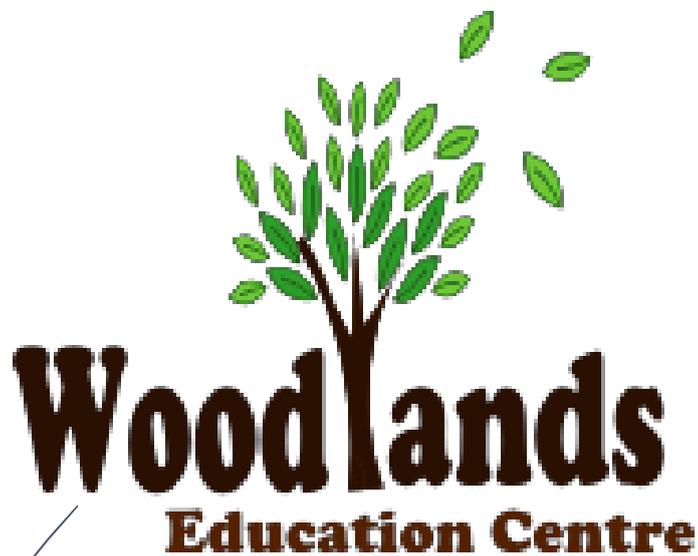


# TEACHING AND LEARNING POLICY



*Current document may be accessed under the policies tab at:*  
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## Document Control

<b>Start Date:</b>	March 18 (updated July 18)
<b>Reviewed by:</b>	Headteacher and Link Governor
<b>Approved by</b>	Management Committee (July 18)
<b>Review Date:</b>	March 20

## Teaching and Learning Policy

At Woodlands Education Centre we expect all of our staff to **teach** high quality, stimulating and dynamic lessons, where all students are supported and challenged through personalised work to make **accelerated** progress.

Students of all ability levels will be afforded equal opportunities to learn and achieve their full potential. **We will** create an engaging learning environment that fosters confidence, **resilience** and enables all students to succeed at school and in adult life.

### Aims

- To raise the standard of teaching and learning.
- To ensure that students are literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- To provide a personalised learning experience for every student that takes full account of their individual needs, starting point, interests and aspirations.
- To support our students to be active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To enable students to make links across the curriculum and to apply learning to all areas of their lives.
- To identify and share best practice in teaching and learning across all curriculum areas.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To improve levels of progress and attainment as a consequence of high quality teaching and learning across the School.

### Objectives of policy

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and students to ensure that all our students achieve to their potential.

### Principles of the policy

#### Staff will:

- plan and teach high quality, dynamic and stimulating lessons based on effective Assessment for Learning (AfL)
- support and challenge students to achieve their best in preparation for the next steps in their journey
- provide high levels of meaningful and supportive interaction for all students
- develop English, maths and other essential skills through, for example, Personal Development Learning (PDL), Employability, Interpersonal Skills, self-regulation and behaviours that meet the expectations of a lawful society
- provide appropriate encouragement and support
- provide high quality feedback; both written and verbal
- work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum

- develop a range of teaching and learning styles to create an exciting and creative learning culture that encourages achievement for all
- listen to students' views and be open to their opinions
- reflect and evaluate on their practice

### Students will:

- make accelerated progress
- be safe
- participate fully in lessons
- make positive choices
- strive for continual improvement
- support each other (and their teacher) so that all learn effectively
- take an active part in learning within and beyond the classroom
- take pride in developing and applying their English and maths skills across the curriculum
- be enthusiastic, resilient and responsible in learning and improving their skills
- respond positively to feedback and improve their work as a result
- rise to challenges, working collaboratively and supportively

### Procedure

#### Planning and Preparation

- All teachers must plan lessons that allow all students to progress in their learning using the non-negotiables documentation.
- Learning objectives and Learning outcomes must be evident and clear to the students.
- A variety of learning tasks should be planned, taking into account the individual needs of the students.
- The use of resources, including ICT, must be carefully planned to enhance learning.
- A variety of active questioning techniques should be used and, where possible, questions should be pre-planned.
- All teachers should have an in depth knowledge and understanding of the scheme of work / exam specification they are teaching.

#### Teaching

- Teachers should encourage individual, small group and whole class activities; all of which promote independent learning and thinking skills.
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. The school's behaviour for learning policy must be followed to ensure students are able to learn.

#### Assessment (see Assessment, Recording and Reporting Policy)

- Teachers should assess students' work regularly, according to the School's separate policy.

- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies.
- Data must be used to inform teaching and learning and inform discussions about progress with students, parents/carers, other staff and partner schools.

### **Marking & Feedback (see Marking and Feedback Policy)**

- Teachers should mark students' work regularly, according to the School's separate policy and give both verbal and written feedback.

## **Tracking student progress (see Assessment, Recording and Reporting Policy)**

All staff have the responsibility to regularly and accurately assess each student's achievement and to track their progress against target grades. This is reported to parents/carers and partner schools in termly progress reviews using **the agreed format.**

## **Procedure for the monitoring and evaluation of teaching and learning**

### **Aims**

- To make secure judgments of teaching and learning across the school.
- To monitor and evaluate the progress of students during a lesson and over time.
- To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained using the minimum expectations documentation.
- To identify group and individual training needs across the teaching and support staff.

Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development.

This can be achieved by:

- self-evaluation of their own subject knowledge and understanding of changing educational initiatives
- self-evaluation of the quality and effectiveness of their own teaching and classroom management
- monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally

Reviews of teaching and learning will take place on an on-going basis and will involve:

- management of performance overtime in line with the Teacher Standards, by the Line Managers
- lesson observations conducted by members of the Senior Leadership Team and/or line manager/performance reviewer
- learning Walks on a regular basis
- work scrutiny within lessons and samples requested for monitoring judged against the **Marking and Feedback Policy**
- **student voice to capture views and provide evidence for teaching and learning quality assurance**

### **Protocols**

Woodlands' monitoring and evaluation of teaching and learning for the purposes of performance management will consist of the following classroom visits per academic year:

- Three formal lesson observations conducted as part of termly Teaching & Learning Weeks.
- Regular learning walks, each no more than 15 minutes, conducted by SLT, other colleagues and visitors.

Lessons will be observed on an appropriate and reasonable number of occasions, based on individual circumstances (e.g. NQTs, staff in need of additional support and staff on development programmes). The School's managing performance of staff (part 1 and 2) policy should also be referred to in circumstances where concerns have been raised about a teacher's performance. This will be in line with the MOPP and following EPS advice.

### **Protocols for Lesson Observations (including joint observations).**

#### **During the lesson**

- Teachers may expect to be observed for part or a whole lesson. Lessons will be graded where an observation lasts for at least 25 minutes.
  - NB Grading will not be to previous Ofsted grades. Grading will identify how much progress students have made and why. It will also indicate whether effective strategies for behaviour management have been used to accelerate progress.
- The observer may talk to students or look at their work (Book Scrutiny) as part of the observation.
- Evidence: use the non-negotiables documents as a guide and students books.

#### **Feedback**

- Feedback will be given as soon as possible, verbally within 24 hours and written within 5 working days. Written feedback will be given on the lesson observation form (see Annex 1)
- Feedback will be honest and clear, setting out grading, strengths and areas for development.
- Lesson observation forms will be stored centrally to inform the teaching and learning audit trail and management of performance. Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific objective from an appraisal the teacher should be reminded of this by the observer. The purpose is twofold; to review progress and to identify areas for support for coming year.
- Measuring progress in the lesson and overtime – use of student work scrutiny, tracking data and student voice. Lesson grading will take into account progress over time.
- Judgments made about the quality of the teaching and learning within the school will be based on Ofsted criteria.
- Lesson observation grades will be recorded in the staff member's performance management file and will be shared with the relevant senior and middle leaders.

### **Protocol for learning walks (including senior leadership learning walks, joint learning**

walks and middle leader learning walks)

The purpose of **learning walks** is to obtain a brief, no more than 20 minutes, snapshot to collect evidence for specific teaching and learning foci.

### **During the learning walk**

- Learning walks will not result in lessons being graded.
- There will typically be short or no notice of learning walks.
- Where possible learning walks will have a focus which will be given in advance.

### **Feedback**

- **Feedback will be given as soon as possible, verbally within 24 hours.**
- Feedback will be honest and clear, setting out strengths and areas for development.
- Learning walk outcomes will be stored centrally to inform teaching and learning audits, with a copy in staff files. If the learning walk is linked to a specific objective from a teacher's performance management, the staff member should be reminded of this by the walker. The purpose is twofold: to review progress and to identify areas for support for coming year.

### **Protocol for work scrutiny (including classwork, coursework, controlled assessment, internal exams, displayed work in classrooms)**

The purpose of the work scrutiny is to monitor and evaluate the progress of individual student and groups of students within lessons and across the **School**. Work scrutiny is a powerful tool to observe and develop consistent teaching, assessment and feedback practices.

### **During work scrutiny**

- Senior and middle leaders will conduct the work scrutiny within lessons or as a sample requested for monitoring outside lessons.
- There will typically be short notice of work scrutiny.

### **Feedback**

- Feedback will be given as soon as possible, within 5 working days.
- Feedback will be honest and clear, setting out strengths and areas for development.
- Work scrutiny forms will be stored centrally to inform teaching and learning audits, with a copy in staff files. If the work scrutiny is linked to a specific objective from a teacher's performance management, the staff member should be reminded of this by the staff member carrying out the task. The purpose is twofold: to review progress and to identify areas for support for coming year.

### **Protocol for Student Voice**

This information will capture feedback from our students and inform the **School's** academic and pastoral curriculums, and further improvements to teaching and learning. Outcomes

will be generalised and staff chairing the student panel will ensure that students participate in a positive and respectful way.

### **Continuous Professional Development (CPD)**

Woodlands is committed to providing high quality CPD through a structured training programme throughout the academic year. All staff should:

- Ensure that their subject knowledge and teaching practice is in line with current developments and initiatives
- Actively engage in sharing best practice
- Critically reflect on their practice

### **Evaluation and development of policy**

This policy will be developed through consultation with staff, students and governors.

\*\*\*\*\*END OF DOCUMENT\*\*\*\*\*