Co-op Academy North Manchester

Name:	Teaching & Learning Policy
Approved by:	Governors - Standards committee
Policy Created:	2014
Date of review	2 years
Update Approved:	Update July 2018
All policies are available to stakeholders either on the school website or upon request from the academy.	

PRINCIPLES

The Teaching and Learning Policy is committed to and guided by the principles of:
The principles concur in all respects with the objectives of both the school and the Trust, in that we will create a teaching and learning environment to enable all pupils to fulfil their potential in all areas of their life. For the purpose of this policy, "Teaching" should be understood to include planning, the implementation of learning activities, the setting of appropriate homework, marking, assessment, feedback and progress and comprises activities both within and outside the classroom, such as additional support and intervention, as well as pupil/ student attitudes to learning.

PURPOSE

Aims
The aims of this policy are • To ensure that all teachers have consistently high expectations of all students and to use the full range of information including data appropriately in order to maximise student potential, to enthuse and motivate students to learn and to promote high levels of resilience, confidence and independence, especially when tackling challenging activities. • To ensure that all aspects of teaching and learning across all Key Stages and Departments are at least judged to be good and to provide common criteria against which excellent teaching and learning practice can be measured and to help spread and share all teaching and learning practice that is of an outstanding standard. • To ensure that consistently high quality, constructive feedback is provided to all students in a variety of forms, that promotes rapid progress and ensures student – teacher dialogue.*(See Marking and Feedback policy).* • To ensure a culture of joint practice development and effective CPD that enables staff to reflect.

POLICY

	Implementation
1.1	It is recognised that we need to ensure that teaching and learning remains the core focus of the school's vision and at the heart of both school and departmental development plans.
1.2	Through effective leadership and management, we will ensure that resources are effectively distributed and used to enable staff to develop teaching and learning.
1.3	We expect all teachers to offer a high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning.
1.4	It is recognised that the school must provide a common criteria against which teaching and learning practices can be measured. The school will use the OFSTED criteria for this purpose and endeavour to support all teaching staff in the understanding of this.
1.5	The most important role of teaching is to promote learning and to raise students' achievement and their spiritual, moral, social and cultural development. We will ensure that both the Leadership Team and Middle Leaders, consistently monitor the quality of teaching and learning across all key stages and the impact this is having on pupil/student learning and progress. (See assessment policy). We will do this through a range of strategies such as lesson observations, departmental reviews, student voice and work scrutiny,
1.6	We will ensure that students requiring intervention are correctly identified either within a lesson, within a subject as a whole, or across the curriculum. (See assessment policy) and that interventions that are employed are both timely, appropriate and that their impact is measured.
1.7	We will ensure that whole school aspects such as Spiritual Moral, Social and Cultural Development. (SMSC) and Reading, Writing, Communication and Mathematics (RWCM) and Careers Education are embedded and promoted across the curriculum and that they are monitored through, for example, lesson observations. (See RWCM and SMSC policies)
1.8	We will ensure that all teachers engage in professional development that supports and develops them as a teacher.
1.9	It is recognised that embedding collaborative practices and improving oracy will improve students' learning; training on collaborative approaches will be given to ensure students work together, fully participate and develop their discussion skills in order for them to speak and write at length with a depth of understanding.
It is important to note that any work on teaching and learning, as functions of its complex nature, must take into account other whole school areas including: assessment, behaviour for learning, SEND, learning outside the classroom, equal opportunities, RWCM and SMSC. There are policies in place for these aspects of teaching and learning and their contents will not be duplicated in this policy. Please refer to those policies for all relevant information.	

2.	**Quality Teaching and Learning**
	In order to secure teaching and learning that is at least good, the following principles should be understood and applied:
2.1	Lessons should be well planned using high levels of subject knowledge and

	pedagogy. Teachers should employ a developing repertoire of teaching strategies and techniques and select these appropriately with the expectation that these will enable all students to achieve well.
2.2	Through Teaching and Learning, students will have the opportunity to acquire knowledge, deepen understanding and develop and consolidate skills. Sequences of lessons will ensure mastery of skills and knowledge.
2.3	Lessons should be well paced and work should be challenging enough for all students and also meet their individual needs.
2.4	Students' progress must be monitored throughout the lesson using well embedded AFL strategies. The information gleaned from these must be used appropriately to adapt teaching either within the lesson, or over a longer period of time. Intervention and differentiation will focus on quality first teaching and this made explicit to staff. Differentiation in the truest sense will be both reactive and planned for.
2.5	A range of effective questioning and questioning techniques must be used, alongside opportunities for discussion in order to assess and promote pupils'/students' learning.
2.6	Students should be actively engaged in their own learning and have the opportunity to build and develop the skills that are needed to be independent learners, as well as other skills, such as those promoted through RWCM and SMSC. Participation will be judged through lesson observations but also work scrutinies.
2.7	All forms of feedback must support pupils'/students' progress and inform their understanding of the learning process. There must be student-teacher dialogue and must also have time to act on feedback. (*See Marking and Feedback Policy*)
2.8	There must be high expectations of behaviour and this should be effectively managed by all, in order to ensure an environment that promotes learning and generates high levels of engagement and commitment to learning. All classrooms have displayed the academy's vision and values and those of our Trust. SMSC should be promoted through teaching and learning.
2.9	Homework must be an integral part of the teaching and learning and be used to maximise the progress of all students (see Homework Policy)

3	**Monitoring Teaching and Learning**
3.1	The effectiveness of Teaching and Learning will be monitored through a range of different procedures and is the responsibility of the Leadership Team and all Middle Leaders. These procedures include: lesson observations and feedback, learning walks, discussions with pupils and students and scrutiny of pupil/student work. These are covered through the CREATE cycle.
Lesson Observations	

3.2	Lesson observations may be carried out formally and these may be paired observations. They include observations:
	as part of the Appraisal process,
	as a process of "quality assurance" by both Senior Leaders and middle leaders e.g drop-ins,
	as an integral part of the statutory progamme for NQTs and teachers new to the School.
	by external parties, such as the LA or Teaching Fellows mentors or members of the Trust.
3.3	Lesson observations/visits may be carried out informally:
	as part of departmental reviews
	by Heads of Department, other department members or Governors. (separate protocol exists)
	by teachers who are using observations as a way to develop their own teaching.
	as part of staff development training programmes, or by other visitors to the school.
	through the use of IRIS Technology
3.4	Lesson observations can be part of a coaching programme and teachers/associate staff can request peer observations in order to better reflect on their practice. Iris should also be used to develop all aspects of Teaching and Learning.
3.5	Lesson observations can be either a full or part of a lesson and focus on either all aspects, or have a particular focus, which would need to be discussed prior to the lesson.
3.6	Lesson observation records are kept centrally and reported upon to Governors and the Trust to evaluate the quality of rteaching and learning across the Academy.
3.7	Lesson observation feedback, for each member of the Department, are also shared with the relevant Heads of Department in order to help them to develop each member of their department accordingly.
3.8	Lesson observations detailing areas of strength and a specific target moving forward, are collated and inform the school's CPD programme, as well as other meetings, such as Head of Department meetings.

Actions for Teaching and Learning judged as "below good."	
4.0	The Academy expects that all teachers will be working at either "good" or "outstanding" in all areas of Teaching and Learning, within two years of joining us and supports staff in a range of ways to achieve this.
4.1	Teaching and Learning (see definition in the Principles section) judged as below "Good" will be acted on immediately. Firstly, formal, constructive feedback will be given to the teacher either from the observer, or from a

	member of the Leadership Team.
4.2	Within two weeks of the teaching and learning quality being identified as blow this standard being received, Teaching and Learning will be judged again and this will include at least a lesson visit and work scrutiny.

4.3	If the second observation is also found to be below "Good", then an action plan will be formed with specific targets, working within a specific and agreed timeframe.
	
	      Grade 4:
	
	      A personal support package (see below) that includes regular observations that involve paired observations by the Leadership Team will be drawn up. This will be within a fixed time frame.
	
	Personal support packages <u>may</u> include the following, but this is not a finite list:
	
	   • An expectation that the teacher will undertake peer observations of agreed Teachers.
	   • Departmental support involving the Heads of Department
	   • Team Teaching
	   • Mentoring observations
	   • Planning scrutinies and discussions
	   • Attendance at relevant Training sessions.

4.4	Coaching observations will usually be offered by another experienced teacher, who is part of the T&L team including but not limited to T&L Coaches and Lead Practitioners. This team will be overseen by the Leadership Team member in charge of Teaching and Learning. IRIS may also be used.
4.6	If action plans or personal support packages are not successful, and improvement is not secured, then further procedures will be necessary.
5	**Actions for Teaching and Learning judged as ''RI''**

5.1	Teachers will be encouraged and guided to:
	   • Work with one of the T&L team on an area highlighted for development
	   • Use the IRIS software reflect and evaluate their lesson (as an individual or with someone from the T&L team)
	   • An expectation that the teacher will undertake peer observations of agreed Teachers.
	   • Attendance at relevant Training sessions.

6	**Actions for Teaching and Learning judged as "good"**

6.1	Teachers will be encouraged to complete at least one of the following:
	   • Undertake peer teaching or joint practice development, or coaching observations.
	   • Undertake Action Research and provide feedback.
	   • Contribute to whole school development in the area of Teaching and Learning such as:
	      • by sharing a Teaching Tip,
	      • Delivering a Training session or part of a training session
	      • Share good practice across The Trust.
	      • Become representatives on the teaching & learning development group

7	**Actions for Teaching and Learning judged as "outstanding"**

7.1	Teachers will be encouraged to complete at least one of the following:
	• Undertake peer teaching or joint practice development, or coaching observations.
	• Undertake Action Research and feedback to all staff.
	• Contribute to whole school development in the area of Teaching and Learning such as:
	   • by sharing a Teaching Tip, contributing to the academy's blog or facilitiate CPD for others
	   • Delivering a Training session or a Teaching and Learning Forum.
	   • Share good practice across The Trust or The Alliance.
	   • Engage in School to School Support
	   • Apply to become a Challenge Partners Subject Leader or a Specialist Leader in Education.
	   • Apply to become a T&L Coach.

7.2	It is an expectation that all teachers will engage in 'talking about teaching' conversations within the School which is an integral part of each coaching programme; all teaching staff and associate staff who work with students directly will have access to and complete a coaching programme

8 8.1	**Promoting and Evaluating the Policy** This will be achieved and supported by: ▪ A firm commitment to improving teaching and learning for individuals, departments, the school and the wider community. ▪ The development and improvement of teaching and learning as the central component in the school and department development planning cycle. ▪ The use of mechanisms for continuing professional development (courses, coaching, INSET, mentoring, training etc.) ▪ Discussions with colleagues, in departmental and pastoral meetings and through a Teaching and Learning Group to set up in 2015/6. ▪ Both formal and informal monitoring systems and sharing of good practice which are already in place by both the Leadership Team and Middle Leaders. These include: learning walks, lesson observations; paired observations; peer observations; co-teacher planning and observations; work scrutiny, pupil/student voice, staff/parent/student questionnaires and appraisal.

Responsibility

Responsible Staff	Assistant Headteacher (T&L)
Approving body	Governors sub- committee