



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 2019
<i>All policies are available to stakeholders either on the school website or upon request from the academy.</i>	

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 the quality of education has a framework (CREATE) for stakeholders to evaluate the progress that pupils are making in terms of knowing more, remembering more and being able to do more.
- To ensure that consistently high quality, timely and constructive feedback is provided to all pupils in a variety of forms, strong attitudes to learning are formed across the academy, teachers have expert knowledge and key concepts are embedded, so that pupils can connect new knowledge with existing knowledge and develop fluency and unconsciously apply their knowledge as skills.
- To ensure a culture of joint practice development and effective CPD that enables staff to reflect, so that teachers:
 - have expert knowledge of the subjects that they teach
 - enable pupils to understand key concepts, present information clearly and encourage appropriate discussion
 - check pupils' understanding effectively, and identify and correct misunderstandings
 - ensure that pupils embed key concepts in their long-term memory and apply them fluently

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 both inside and outside the classroom 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. We do not grade lessons. In terms of measuring the quality of education the school will use a range of sources related to our framework of CREATE. Linked policies including Marking & Feedback, Homework and Assessment which support the highest quality of education for all pupils.
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 and feedback, departmental reviews - learning walks, climate walks, reviews of SoL, 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). However, quality first teaching will continue to take the focus.
1.7	We will ensure that whole school aspects such as Spiritual, Moral, Social and Cultural Development. (SMSC) and Reading, Writing, and the use of Mathematical thinking (RWM) and CEAIG are embedded and promoted across the curriculum and that they are monitored through, for example, lesson observations. (See RWM 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, RWM 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 of Education In order to provide a quality of education that securely and consistently enables pupils to achieve highly in terms of knowing more, remembering more and being able to do more.the following principles should be understood and applied:
2.1	Lessons should be well planned using expert levels of subject knowledge and pedagogy. Teachers should plan for pupils to learn in ways that allows all pupils to transfer key knowledge to long-term memory. Sequencing learning so that new knowledge and skills build on what been taught before and pupils can work towards clearly defined end points.
2.2	Lessons should enable pupils to understand key concepts, encourage appropriate

	discussion and meet information in different ways. Information should be presented using a variety of methods including retrieval practice and spaced learning so that pupils are able to recall, embed key concepts and apply them fluently.
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, in order to help pupils embed and knowledge fluently and develop their understanding. 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 RWM 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. Pupils must receive regular feedback at the most appropriate times and must also have time to act on feedback. (<i>See Marking and Feedback Policy</i>)
2.8	There must be strong attitudes to learning and 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 teaching and learning and be used to maximise the progress of all students (see Homework Policy)
2.10	The extra-curricular offer will 'speak' to the formal curriculum and a broad range of meaningful activities will be offered to pupils so that learning can be complemented and extended out of the formal classroom setting.

3	Monitoring the Quality of Education
3.1	<p>The Quality of Education will be monitored through a range of different procedures and is the responsibility of the Leadership Team and all Middle Leaders. These procedures include:</p> <ul style="list-style-type: none"> - lesson observations and feedback (see below), - departmental reviews – in CREATE cycles 1 & 3, HoD will complete a CREATE Report - departmental reviews – in CREATE cycles 1, 2 & 3, HoD will complete a learning walk and climate walk - departmental reviews – in CREATE cycles 1, 2 & 3, HoD and the SLT link will complete a work scrutiny so that a genuine dialogue takes place and conversations occur in with context - departmental reviews – in CREATE cycles 1 & 3, HoD will conduct a pupil voice in each department - departmental reviews – HoD will regularly review the effectiveness of SoL - year team reviews – in CREATE cycles 1, 2 & 3, HoY will conduct a pupil voice in each year group - year team reviews – in CREATE cycles 1, 2 & 3, HoY will complete a work scrutiny alongside the HoD and SLT link (this will be for a different department each cycle)
Lesson Observations	

3.2	<p>Lesson observations may be carried out formally and these may be paired observations. They include observations:</p> <ul style="list-style-type: none"> 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 programme for NQTs and teachers new to the School. by external parties, such as the LA, Teach First, Teaching Fellows mentors or members of the Trust.
3.3	<p>Lesson observations/visits may be carried out informally:</p> <ul style="list-style-type: none"> 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	<p>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.</p>
3.5	<p>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.</p>
3.6	<p>Lesson observations include the opportunity to observe Lead Practitioners, Middle Leaders and Senior Leaders through the published observation timetable.</p>
3.7	<p>Lesson observations are an integral part of the academy’s lesson study approach and it is expected that all staff will engage with lesson study, utilising IRIS where necessary.</p>

Actions where there are concerns around the Quality of Education	
4.0	<p>The Academy expects that all teachers will be meeting the expectations of the teaching & learning policy in all areas, within two years of joining us and supports staff in a range of ways to achieve this.</p>
4.1	<p>Where there are concerns around the quality of education these 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.</p>
4.2	<p>Within two weeks of the quality of education being identified as a concern, the quality of education will be reviewed again and this will include at least a lesson visit and work scrutiny. If teaching and learning is viewed to be meeting the expectations of the Teaching and Learning Policy – then no further action will take place.</p>
4.3	<p>If the second observation is also found to be a “concern”..., then an action plan will be formed with specific targets, working within a specific and agreed timeframe. A personal support package (see below) that includes regular observations that involve paired observations by the Leadership Team will be drawn up.</p>

	<p>This will be within a fixed time frame.</p> <p>Personal support packages <u>may</u> include the following, but this is not a finite list:</p> <ul style="list-style-type: none"> • 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 programmes including the 'Developing Pedagogy Programme'.
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, Lead Practitioners and/or Progress Leads. This team will be overseen by the Senior T&L team 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 (see Trust's Capability Procedures Policy)
5	Actions to develop expert practice in the quality of education
5.1	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
5.2	<p>Throughout the year all teachers will have the opportunity to and should seek to:</p> <ul style="list-style-type: none"> ○ Work with one of the T&L team on an area highlighted for development ○ Use the IRIS software to reflect and evaluate their lesson (as an individual or with someone from the T&L team) ○ Attend relevant training sessions. ○ Undertake peer teaching or joint practice development, or coaching observations. ○ Undertake Action Research in the form of Lesson Study and provide feedback to peers based on classroom observations of pupils and the impact of strategies. ○ Contribute to whole school development in the area of Teaching and Learning such as: <ul style="list-style-type: none"> • 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 • Present at or attend a TeachEat or TeachMeet • Lead a lesson study trio • Participate in coaching
6	Actions for the quality of education judged as demonstrating expert practice
6.1	<p>Teachers will be encouraged to complete at least one of the following:</p> <ul style="list-style-type: none"> • Undertake peer teaching or joint practice development, or coaching observations. • Undertake Action Research and feedback to all staff. • Run an IRIS Connect Film Club • Contribute to whole school development in the area of Teaching and Learning such as: <ul style="list-style-type: none"> • by sharing a Teaching Tip, contributing to the academy's blog or

	<p>facilitate CPD for others</p> <ul style="list-style-type: none"> • Delivering a training session or a Teaching and Learning Forum. • Join or lead a professional learning community (T&L Group) • 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. • Present at a TeachEat or TeachMeet • Deliver or arrange a Student/Teacher lecture series for your subject or area. • Disseminate strong practice(s) through making IRIS clips available to others and offering opportunities to discuss the clips with them.
7	CPD – Actions for Staff Development
7.1	<p>In order to ensure that staff are able to continually develop their practice, the academy offers a wide range of support programmes. Staff should seek to complete some or all of these programmes which include:</p> <ul style="list-style-type: none"> - Developing Pedagogy Programme - NQT Programme - Early Careers Teachers - Mentor Training - Middle Leader Programme - Leadership Development Programme
7.2	<p>Applications from seeking to complete external courses will be taken on an individual basis and will be approved based upon, but not limited to, the development needs of the individual and development needs of the academy.</p>

8	Promoting and Evaluating the Policy
8.1	<p>This will be achieved and supported by:</p> <ul style="list-style-type: none"> ▪ 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: climate walks, 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