Teaching and Learning Policy

At Archway School we will provide a high quality education and support for every student to be their best in a positive, respectful and supportive school community. In order to achieve this we aim to:

- Foster a love of learning
- Provide students with the knowledge and skills to promote the understanding they require to become effective lifelong learners
- Create an effective climate for learning which is welcoming, respectful and work focused
- Develop a depth and breadth of learning that is accessible to all
- Provide high quality teaching and learning across every class in every year group
- Accelerate the rates of progress for all students
- Provide every teacher with the opportunities to improve their practice through high quality evidence based CPD

All lessons will follow the same Learning Loop to ensure a consistent approach:

1. Low stakes quiz
2. New knowledge (Direct teaching)
3. Deliberate practice (Apply it)
4. Consolidation of knowledge (Review it)

The teacher is the expert and therefore direct teaching must take place in order to impart knowledge and develop a love of learning. Students should be given opportunities to apply their acquired knowledge through structured and challenging learning tasks. Just because knowledge has been taught does not mean that students have learnt it, therefore there must be a consolidation of this knowledge as the lesson draws to a close to ensure that students are secure in their understanding.

In order to underpin this structure a CPD programme will be implemented for all teachers, based on research, which will focus on 6 key principles (see appendix 1 for further details):

1. High expectations of learning behaviour
2. Quality of instruction
3. Subject mastery
4. Stickability
5. Adaptive teaching
6. Effective feedback

In order to be fully engaged in their learning and maximise their progress all students will:

- Be encouraged to set and maintain high expectations of themselves by taking pride in their work, presentation, punctuality and attendance
- Be encouraged to take an active role in their own learning enabling them to develop the skills to be more independent
- Act on the feedback provided by the teacher

- Adhere to the behaviour and homework policies established by Archway School
- Be encouraged to take risks in their own learning and embrace failure as a stepping stone to success

In order to maximise learning time and the progress of students all teachers will:
- Ensure lessons are planned according to the needs of the group
- Have a consistent structured approach to learning based on latest pedagogy and research
- Be clear and precise about the knowledge and skills they want the students to learn
- Ensure every class has a seating plan using Mint Class that accounts for a student's profile
- Model exemplar work, particularly focusing on grade 5 and 7+ answers
- Take responsibility for disruption free learning in their classrooms
- Use praise and rewards, in line with the school behaviour policy, to motivate students
- Set homework, which must be designed to facilitate learning, using Show My Homework, in line with the homework policy
- Mark and assess student work in line with the assessment policy and literacy codes, which must be displayed on the front of student books
- Ensure students act on feedback in order to make progress over time
- Provide a conducive learning environment that is stimulating, engaging and safe
- Continually monitor student progress and intervene accordingly through targeted interventions
- Undertake ongoing CPD to continually develop best practice and consolidate the key principles of learning

Heads of Department will:
- Ensure that their curriculum has a depth and breadth that allows students to make progress. Subject curriculums must be designed over time to help students remember and make connections
- Support and develop the quality of teaching and learning in their own subject areas through the developmental drop in process
- Ensure departmental policies and practices are implemented consistently and in accordance with the whole school policy and development plan
- Support colleagues, in their respective teams, whose performance may need developing and work with the line manager to plan personalised support where appropriate
- Ensure data deadlines are met by the department
- Model innovative and effective teaching strategies and encourage pedagogical debate within their team

Senior Leadership Team will:
- Have overall responsibility for monitoring, evaluating and reviewing the quality of teaching and learning across the whole school
- Ensure that appropriate support is implemented for staff to enhance performance
- Have regular engagement with colleagues they line manage to discuss and review progress of students and the department
- Support and develop the quality of teaching and learning across the school through the developmental drop in process
- Analyse whole school, department and individual student data in order to identify, implement and monitor appropriate interventions to improve progress
- Ensure that performance management has a teaching and learning target linked to whole school priorities and monitor and support accordingly

Ongoing support and development will be provided for staff through a termly CPD programme. Lesson visits will take place throughout the year with compliance checks being scheduled to ensure a consistent approach across the school. No formal lesson observations will take place unless there is a cause for concern.

Literacy

We are all teachers of literacy and numeracy. The quality of both teachers and students language is a key determinant of student progress.

Students must be encouraged to read at every opportunity – peer reading, whole class reading, and dedicated tutor time reading.

Teachers will need to model effectively and support students in facilitating group discussions through: summarising, questioning, clarifying and predicting.

Teachers must encourage reciprocal teaching – this is whereby the student becomes the teacher when reading longer or challenging texts.

Departments must have key words on display, which are often referred to during the lesson to help facilitate the development of tier 2 and tier 3 language.

Numeracy

A strong mathematical understanding is of benefit for a wide range of subjects. When teaching numeracy within a subject it should be made explicit, enabling the students to see the relationships between subject areas.

Further references:

Assessment policy
Appraisal Policy
Disruption free leanring policy
Safeguarding policy
Homework policy
School Teachers' Pay and Conditions document
Relevant teacher standards and appropriate job description

Appendix 1:

Principles of Teaching

Principles of "better practice"	So that……..
1. High expectations of learning behaviour	
a. Routines and effective classroom management b. Consistent application of behaviour management policy c. Promote active participation not compliance d. Reinforcing effort and providing recognition	a. Minimal valuable lesson time is wasted dealing with low level disruption b. Students can think hard about their learning free from distraction c. All students are engaged in thinking about key learning d. Students understand the connection between effort and achievement
2. Quality of instruction	
a. Highly effective explanations b. Clearly defined outcomes c. New knowledge builds upon old knowledge d. Teachers model excellence and how to achieve it	a. Students quickly grasp key ideas b. Student shave complete clarity around what they are learning and what success looks like c. Students can learning new ideas by reference to ideas they already know d. Students know what excellence looks like as well as how to achieve it
3. Subject mastery	
a. Exam specification expertise b. Misconceptions are planned for and addressed c. Comprehensive understanding of curriculum d. Promote and uphold the highest standards of literacy	a. Students are successful in examinations b. Students overcome common misconceptions c. Teachers are able to confidently teach to the top d. Students read, write and speak with fluency and accuracy
4. Stickability	
a. Making connections between underlying concepts b. Regular low stakes testing c. Practise deliberately d. Learning is interleaved	a. Students can make links across key subject skills b. Students can embed learning into their long-term memory c. Students can develop fluency and accuracy in key skills d. Students revisit material in a way which promotes long term learning
5. Adaptive teaching	
a. Support and scaffold in lessons for the less able b. Pitch high every lesson c. Adapt teaching as needs emerge d. Develop understanding of Special Educational Needs in the classroom	a. Students are able to access the learning they are doing b. Students are challenged to exceed expectation c. All students make exceptional progress d. All students with SEND make exceptional progress
6. Effective feedback	
a. Timely feedback to maximise learning b. Formative assessment is embedded throughout a lesson c. Comments are specific accurate and clear d. Time to reflect and act upon feedback	a. Students can swiftly unlock further learning b. Teachers know which topics to re-teach, that were not grasped first time c. Students actions are refocused and redirected to achieve a goal d. Students are self-regulated learners