


Teaching and Learning Policy

Classification: Internal
Owner: SHF/SWS/Heads of Department
Version: 2
Status: Approved
Governor Curriculum and Performance
Committee:
Date of approval: October 23



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Policy Introduction & Purpose

At Hall Cross Academy we believe learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense in a changing world. Teaching and learning is central to our work as educators and it stems from the school's aims, ethos and vision. We expect all of our staff to deliver high quality, stimulating and dynamic lessons, where all students are supported and challenged to make good progress in their learning; we expect every student to *Enjoy Excellence Every Day*. We aim to encourage all our students to achieve their potential through a culture of high expectations.

Policy Aims: Principles

Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them how to learn. Our key principles are to:

1. To Promote Learning and Raise Progress: *The most important role of teaching is to promote learning and to raise pupils' achievement.*
2. To Develop Young People: *Promoting students' spiritual, moral, social and cultural development.*

Aims

- To provide a personalised learning experience for every child that takes full account of their individual needs, interests and aspirations.
- To ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- To ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well both in school and beyond.
- To make links with the learning that students do outside the classroom.
- To continually strive to raise standards of teaching and learning in the school, to inspire and motivate students and staff.
- To identify and share good 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 achievement and attainment as a consequence.

Policy Scope

This policy applies to all Hall Cross Academy teachers. This includes permanent and temporary staff.

Consultation

Executive and Core Leadership

Heads of Department and Subject Leaders

Governors: Standards and Performance Committee

Sources and References

Linked policies:

Capability Policy

Performance Management Policy

QA and Evaluation Policy

Linked documents: QA pro formas

Policy / Controls

Practice

Planning and Preparation:

- All teachers should plan lessons that allow all pupils to progress in their learning.
- Learning outcomes should be evident and clear to the students. Success criteria must be made explicit to all students.
- The lesson should have a structure which will typically be based around the five key Hall Cross expectations: *retrieval, sequencing new concepts, questioning, practice and review*.
- A variety of learning activities 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, potential 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.
- Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. Appropriate department and school policies should be followed for behaviour management.

Assessment and feedback:

- Teachers should assess students' work regularly, according to the department's marking and feedback policy.
- Staff should use analysis of assessments and tracking data to inform their teaching and to structure intervention strategies.
- Effective use of data is critical to inform students, parents and other staff of pupil progress towards targets (Link: Assessment Policy).

Tracking student progress

All staff have the responsibility to regularly and accurately assess each student's achievement and to track their progress made against individual target grades; this is reported to parents (Link: Assessment Policy). All teachers will identify students in their class in need of additional support, including groups such as pupil premium students, SEN students and the Most Able. Interventions put in place will be identified following the expectations presented by Heads of Department.

All subject leaders and pastoral leaders have the responsibility to monitor assessment across their department or year group, to analyse data using SISRA, to identify individuals or groups who are making less progress than expected, and to intervene where necessary to ensure students get back on track.

Review of teaching and learning is on-going and regular, and will involve:

- Performance Management reviews (Link: PM Policy and Capability Policy)
- Lesson Visits (Link: QA and Evaluation Policy)
- peer to peer developmental QA
- Typicality Walks where appropriate (Link: QA and Evaluation Policy)
- Work Scrutiny (Link: Feedback Policy and Assessment Policy)
- Student Voice

Role and responsibilities

Governors are responsible for:

- being familiar with teaching and learning expectations and
- holding school leaders to account for improving student and staff performance by rigorously analysing quality assurance data and Performance Management outcomes.

The Principal is responsible for:

- ensuring that the policy is adhered to;
- monitoring standards in core and foundation subjects;
- analysing student progress and attainment, including individual students and specific groups;
- prioritising key actions to address underachievement of students and staff, and
- reporting to governors on all key aspects of student progress and attainment.

Staff are responsible for ensuring they:

- support and challenge students to achieve their best;
- provide high quality, dynamic and stimulating lessons;
- use student data to inform lesson planning;
- provide high levels of interaction for all pupils;
- provide regular and meaningful home learning (Link: Homework Policy);
- provide opportunities and guidance to apply and develop literacy, numeracy and other skills
- provide high quality feedback (Link: Feedback Policy);
- 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;
- listen to students' views and be open to their opinion, and
- evaluate and reflect on their practice (Link: PM Policy and Capability Policy).

Students are responsible for ensuring they:

- participate fully in lessons;
- 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 literacy and numeracy skills across the curriculum;
- be enthusiastic, resilient and responsible in learning and improving skills;
- respond positively to feedback and improve their work as a result of effective feedback, and
- rise to challenges, working collaboratively and supportively.

Policy Review & Development

This policy will be reviewed on an annual basis by the Vice Principal responsible for the Quality of Education and the Principal. The Board of Governors will review any suggested changes before it is finally approved.

Document version change control

Version	Date	Details of changes
1	10/06/2020	First draft of new policy
2	27/04/2021	No amendments

3	15/09/2022	Adjustments to include P2P activity Inclusion of using student data for planning purposes Some adjustments to grammar

Appendix/Appendices