



SECONDARY PHASE TEACHING AND LEARNING POLICY

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Aim

The aim of this policy document is to ensure that all teaching and learning is of a high standard and thus drives student learning.

Within the Koinonia Federation we provide a rich and varied learning environment that allows students to develop their skills and abilities to their full potential. Through our teaching we aim to:

- Enable students to become confident, resourceful, enquiring and independent learners;
- Foster students' self-esteem and help them build positive relationships with other people;
- Develop students' self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- Enable students to understand their community and help them feel valued as part of this community;
- Help students grow into reliable, independent and positive citizens.
- Nourish a positive work ethic for all students, enabling them to flourish in the world of work.

Vision of Teaching and Learning across the Secondary Phase

Our vision is to develop outstanding citizens of tomorrow who make a sustained and valuable contribution to their immediate and wider society. We will do this by ensuring that:

- Teaching is to a high standard
- Staff will have the opportunity to work together in a developmental coaching-led environment; within the federation, secondary phase, faculties and in network meetings
- Staff receive regular high quality feedback
- Our community is underpinned by Faith, Family and Fellowship and the Christian values of joy, charity, perseverance, forgiveness and servant leadership which are transferable to students of any or no faith.

Exceptional teaching = Exceptional progress

There are many aspects of a lesson and in learning over time which lead to exceptional teaching and learning outcomes. At St Mary Magdalene Secondary Phase, we believe that for effective teaching to take place there are a number of elements that need to be included in every lesson. The core aspects of these elements are; High expectations, Engagement, Feedback, Progress and Matching the learning to all needs. Elements of a lesson include:

- A clear learning objective shared with the students, both visually and audibly
- A clear link to previous and future learning
- A hook – create a context for learning
- Success Criteria - A clear outcome to be achieved at the end of the lesson; clearly set out progress steps
- Regular review of the learning throughout the lesson (mini-plenaries)
- A purposeful well prepared plan, which includes appropriate resources
- Appropriate challenge for all children including SEN and more able
- Teacher modelling
- Focused questioning
- Interaction between teacher and pupil and pupil and their peers
- Pace
- Enthusiastic and fun delivery
- Engaging and motivating all learners
- Elements of VAK
- The effective deployment of support staff and team teaching
- Assessment for learning

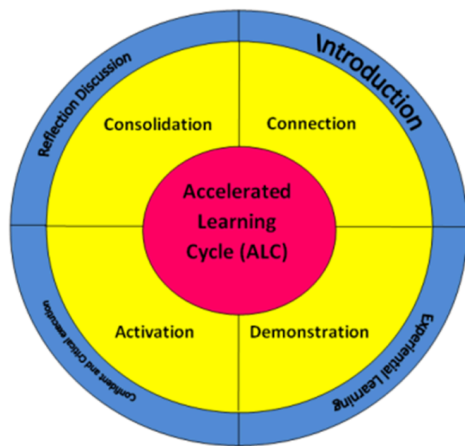
Teaching and Learning model

The most important system in an educational setting such as St Mary Magdalene is 'Teaching and Learning'. It is the opportunities and learning within lessons which will ultimately shape individuals and provide our students with opportunities to enable them to make a difference within the community in which they serve. The core principles and routines of showing integrity, working hard and persevering and becoming confident in their lessons are central to our ethos and this model.

Accelerated Learning

Activate Phase is:

- This is where learners find the information and begin to make sense of it.
- They will need to use a variety of intelligences and tools to assist.
- Use VAK (visual, auditory, kinaesthetic) learning to cater for different learners.
- Activities such as description, reflection, & speculation.
- Solve problems in variety of situations and allow learners to construct own meanings.



Effective learning results in:

- Knowing you have succeeded
- Feeling you can do more
- Explaining what you have learnt, how you have learnt it and what you don't understand/need to know more about
- Applying learning and skills to different situations
- Teaching it to someone else

Marking and Feedback (see separate policy)

Homework (See separate policy)

Behaviour for Learning

As well as following the behaviour policy, teachers will encourage students to be effective learners. Effective learning includes the extra crucial ingredient, which actively involves the student in metacognitive processes of planning, monitoring and reflecting. Students in the Secondary Phase will gain understanding of the individual and social processes necessary to become effective learners through Social Sciences and PSHE lessons.

To plan activities which promote the process of learning is a complex challenge. In order to facilitate this and develop effective learners, teachers will:

- Provide opportunities to practice the attribute or skill.
- Plan opportunities to develop the attribute or skill (build in challenge); cultivating dispositions as well as developing knowledge.
- Explicitly model the effective learner behaviours.
- Plan for debriefing the process of learning - the how, not the what.
- Plan a rich variety of learning experiences including regular trips and visits to build on students' cultural capital
- Plan for opportunities for students to take responsibility for their own learning.

- Encourage reflection on perceived failure and extract the lessons learned - 'What would we do differently if...'
- Plan for opportunities for real choice and independent decision-making. Students respond positively to the freedom to make some decisions about what or how they will work. These may include choices about which area of content to explore, the level of demand (do more routine tasks or fewer more demanding ones), the form of presentation.
- Provide a diverse range of ways of experiencing success.
- Raise students' academic self-concept - an important aspect of working with low attaining students. This involves making students feel as though they are capable in the subject through interactive discussion, question-asking, role-plays and creative tasks, developing greater confidence, and hence persistence in tackling other tasks. Publicly recognising and praising good learning behaviours is useful here.
- Promote talk which is exploratory, tentative and hypothetical. This sort of talk fosters link-making, and reflects high levels of intellectual engagement.
- Encourage students to learn from other student's questions and comments. The conception that they can learn from other student's ideas, comments or questions develops more slowly than the concept that discussion is real and useful work.
- Build a classroom environment that supports risk-taking. Students often feel safer waiting for the teacher's answer to appear than to suggest an answer that might be wrong. Training students to disagree without put-downs is essential to developing good learning behaviours.
- Use a variety of intellectually challenging teaching procedures. Teaching procedures that counter passive learning and promote quality learning require student effort and energy, hence they need to be varied to retain freshness. Secondly, variety is another source of student interest.
- Regularly raise students' awareness of the nature of different aspects of effective learning. Develop a shared language with students to talk about effective learning behaviours; create posters and charts that can be referred to in discussion.
- Discuss with students the skills and attributes of good learners. Set goals with students and classes based on the skills and attitudes they need to develop.
- Develop students' understanding of the 'big picture'. Discuss with students how various activities fit together and link to the big ideas. Students often do not link activities or see the relevance to what they perceive as the real world.

Quality Assurance

Within the Koinonia Federation our aim is to ensure teaching and learning is always of the highest possible standard. In order to do this, we undertake a regular programme of monitoring throughout the secondary phase.

The Koinonia Federation has a commitment to staff development and so will use a high quality, supportive and transparent Quality Assurance (QA) processes. These will take many forms and data will be collected in a variety of ways. The purpose of the QA process is to develop enhancing teaching and learning and ensure every staff member is both coached and developed appropriately. Quality assurance process typically include; observations, learning walks, book looks, student and staff voice, curriculum area reviews and data analysis of student performance. Staff teaching will be triangulated using the terminology from the T&L & marking progression grids to ensure consistency across the school.

The QA calendar will be adapted annually depending on the needs of the Secondary Phase. This will always be communicated in September to all staff. Staff should expect to have their books seen at least once a half term and to have colleagues dropping into their lessons throughout the week. Staff will always be informed of any formal observations (using the formal observation and marking grids). Feedback on teaching and learning QA is always provided for formal observations and provides a dialogue in which staff decide developmental targets.

A monitoring timetable is given out at the beginning of the academic year so that teachers know what's happening and when and can prepare accordingly. The timetable is subject to change so it is important that you check your email/the school diary/pigeon hole on a daily basis so that you are aware of any changes.

The following monitoring is carried out by the Senior Leadership Team:

- Quality of teaching
- Quality of planning
- Quality and use of marking
- Use of assessment
- Effectiveness of differentiation and metacognition
- Impact of classroom environment on learning – family time, displays
- Effective use of additional adults
- Scrutiny of books

Roles and Responsibilities

This section of the policy identifies the importance that all stakeholders have on the development of teaching and learning across the Secondary Phase.

The role of students:

St Mary Magdalene students become enthusiastic and effective learners by:

- Valuing and respecting contributions made to learning by their teachers and peers.

- Actively participating in lessons either individually or in groups.
- Discussing their learning and progress with their parents.
- Regularly checking their performance and progress data and sharing this with their parents.
- Meeting all independent learning deadlines agreed with their teachers.
- Being ready to learn by having good attendance, being punctual for lessons and having the correct equipment (see planner).
- Following/demonstrating all effective learner behaviours.
- Taking a pride in the presentation of their work.
- Being reflective about their learning so that they know how well they are achieving and what they need to do to improve.
- Setting themselves challenging targets.
- Responding positively to challenges and to persevere when they encounter difficulties.
- Managing their time effectively.

The role of the class teacher is to:

- Demonstrate a passion for learning and an enthusiasm for their curriculum area.
- Ensure that lessons are carefully planned (using the Accelerated Learning Model) and well-paced with the needs of each learning group carefully considered.
- Ensure that all students are fully aware of the learning objectives and expected learning outcomes.
- Have a thorough and up-to-date understanding of their subject.
- Sustain interest through a variety of learning and teaching strategies.
- Make learning relevant to the demands and challenges of their students.
- Reward student progress and achievement on a regular basis.
- Have high expectations of every student.
- Have excellent classroom management skills.
- Ensure that students stay on task and are engaged in their learning.
- Set independent learning tasks to assess, consolidate or extend understanding and knowledge.
- Develop positive working relationships with students based on Christian values.
- Use assessments to plan lessons and support students in making excellent progress.
- Use learning resources effectively to stimulate learning and reflect different groups, cultures and backgrounds.
- Plan the effective involvement of Teaching Assistants with agreed roles and responsibilities so that the needs of individual students are met.
- Make sure classrooms are motivating and purposeful learning environments, including displays of students' learning and explanations of relevant success criteria.
- Reflect on the impact of their practice and their training needs.
- Keep parents informed about students' progress.

- Ensure that the Behaviour policy is adhered to in order facilitate effective learning.
- Highlight cross-curricular links and liaise with other curriculum areas.
- Develop their students' skills and competencies as well as subject knowledge.
- Ensure feedback and marking provided to students is in line with the Feedback and Marking policy.

The role of the Teaching Assistant is to:

- Deliver tailored teaching activities to students on either a one-to-one basis or in small groups, where applicable.
- Make sure that supported students are able to engage in learning and stay on task during the lesson or activity.
- Support students to understand and succeed in all classroom based tasks to ensure progress is rapid and sustained.
- Support the social and emotional development of students, reporting any issues as necessary.
- Manage challenging student behaviour.
- Guide and monitor student progress.
- Carry out administrative duties such as preparing classroom resources for students, where necessary.

The role of the Leadership Team is to:

- Ensure that there is consistently high quality of learning and teaching across the Secondary Phase and particularly within the faculties that they line manage.
- Ensure that a well-managed and stimulating environment conducive to high quality teaching and learning is maintained throughout the Secondary Phase.
- Promote dialogue with staff on teaching and learning and provide a framework for good practice.
- Support staff with classroom management and provide an appropriate programme of CPD (Career Professional Development) on an individual and collective basis.
- Monitor teaching and learning through a variety of strategies highlighted in the teaching and learning quality assurance process, including staff training, staff meetings, observations, learning walks, interviewing students, book looks, analysis of results, curriculum area reviews and effective line management.
- Use the appraisal framework to reinforce the Federation's commitment to high quality learning and teaching.
- Establish a system of peer observation across curriculum areas so that best practice is shared across the curriculum.
- Model high quality teaching and learning for all staff.
- Establish learning opportunities with other schools, academies and organisations locally, nationally and internationally.

The role of Governors is to:

- Support the Principal and the Leadership Team in the appointment of high quality staff.
- Monitor core aspects of teaching and learning within the Federation as identified in the School Development Plan.
- Monitor the allocation of resources.
- Ensure that the Federation buildings and premises are best used to support learning and teaching.

The role of Parent/Carer is to:

- Regularly discuss learning and progress with their child.
- Ensure the student workbooks are an example of their child's best learning.
- Engage in a dialogue with the Secondary Phase about their child's progress.
- Ensure their child adopts all effective learner behaviours.
- Encourage their child to complete independent learning tasks to the best of their ability by providing structured time and an environment conducive to home learning.
- Ensure their child is ready to learn by having good attendance, being punctual for lessons and having the correct equipment.
- Attend information and parent's consultation evenings organised by the Federation relating to their child's learning.