**Teaching and Learning Policy**

**Introduction**

High quality teaching and learning is the core business of Chamberlayne College for the Arts. We have a responsibility to ensure that our students have access to the highest quality learning experiences as part of a broad, balanced and challenging curriculum. A clear focus on the outcomes of our students is essential alongside precise lesson planning, marking and feedback which enables every individual to achieve his or her potential. As professionals, we must strive to be positive role models for our learners and consistently act with honesty and integrity. We must be reflective, resilient and perceptive life-long learners ourselves and know our students well so that we can meet their needs and equip them with the knowledge and skills to become successful adults.

A number of policies already exist which support and enhance teaching and learning at Chamberlayne. These policies should be read alongside this document and will provide more specific detail and guidance in these areas:

* Assessment Policy
* Special Educational Needs/SEN Information Report
* Literacy Policy
* Behaviour for Learning Policy

**Aim**

The fundamental principles of effective learning and teaching at Chamberlayne are embedded within the **TEEP learning cycle and its underpinning principles.** We believe that highly effective teaching and learning takes place when these key principles are consistently and routinely implemented when planning and delivering lessons. **We expect all teachers to use the TEEP framework to plan, deliver and assess students’ learning to ensure the very best learning experiences for all students of all abilities and groups.**

***We continually, systematically and accurately assess to provide evidence of student progress and use as a diagnostic tool to identify gaps in understanding. We use formative and summative assessment to secure reliable and robust evidence of students’ progress coupled with frequent and detailed next steps feedback during the learning process so that students understand how to improve.***

To achieve this we:

* Share **learning outcomes** (with success criteria) with students to review progress (Flying Starts and Smash Its)
* Check that students understand the purpose and outcomes of their learning and **systematically and effectively check and review understanding and progress** throughout the lesson/sequence of learning, anticipating where intervention is needed for most impact.
* **Engage students in reflecting on their learning** by using peer, group and self- assessment strategies. This may include modelling, peer WWW/EBI, levelling or grading their own work (in KS4). It is crucial that this must be checked and verified by the teacher in their feedback to ensure accuracy and validity and not used as a replacement for teacher assessment.
* Motivate students with **precise formative written or verbal feedback (marking) which must be linked to the assessment rubrics**. It is essential that our students receive **precise, evaluative feedback (WWW/EBI)** in order to improve and make progress.
* **Plan for and provide purposeful opportunities and specific time for students to act on feedback through Dedicated Improvement Time** (DIT - green pen student response)
* Intervene early with students not making expected progress
* **Challenge underachievement or poor quality work (including the quality of written presentation and verbal responses).**  Intervention strategies include: speaking to the student, setting individual targets for improvement, asking students to repeat a piece of work, providing exemplars/models of good practice, communication with parents, mentors and subject leader..

***We have a responsibility to provide an appropriate curriculum which is accessible to students of all abilities. We must be able to identify barriers to learning (such as weak Literacy skills) and implement strategies to overcome these.***

To achieve this we:

* plan and deliver lessons which ***precisely match the learning needs of and is accessible to all students*** we teach including the most and the less able and those who are disadvantaged.
* **know all our students and pupil groups and routinely use assessment data** including current attainment, students’ target grades/flightpaths, KS2 English and maths levels, reading and spelling ages and Cognitive Ability Tests (CAT) **to plan high quality lessons to meet the needs of all learners.** ***This information must be kept in a live Class Teacher folder*** which is regularly updated for each class, outlining specific strategies to support individual students with their learning
* create live **data-rich seating plans** for every class we teach
* use questions to clarify, confirm and consolidate student understanding
* use resources, including modern technologies, effectively and innovatively to enable students to access information to support their learning (this includes the use of ICT to support students with SEND as part of normal practice in the classroom)
* **model, explain and demonstrate** so that students understand how to apply to their own learning
* deploy HLTA/LSAs/AOT and work in partnership effectively so the learning and progress of individual students who have SEND is supported
* meet and agree the role/s of HLTA/LSAs at the start of the year/support. Introduce the LSA to the class and demonstrate your partnership in students’ engagement for learning and academic progress
* provide appropriate guidance to the LSA ideally prior to the lesson, at the very start or as part of ongoing lesson dialogue
* ensure regular communication between the teacher and HLTA/LSA/AOT about how teaching can be structured to support students successfully

***As professionals with expert subject knowledge, we set and maintain consistently high expectations which engage, inspire, motivate and challenge students of all abilities and groups (e.g. PP, FSM, EAL, SEND etc)***

To achieve this we:

* plan for challenging and purposeful learning activities
* **contribute to and regularly review schemes of work** so that they are sufficiently challenging for the needs of all learners
* use assessment/skills criteria to clearly indicate expectations and level of challenge
* use higher order open questioning to extend, challenge and enable deep thinking and problem solving
* ask what students are learning rather than what they are doing
* **encourage and model talking and writing like an expert –** insist on correct use of standard English, subject specific, technical and target language during learning and correct when it is mis-used
* actively promote a growth mind set and “can –do” culture to foster a climate for learning where students are confident to take risks, make mistakes and become resilient learners

***To ensure that students are intrinsically motivated and enthused, lessons must be relevant, enjoyable and meaningful and focus on opportunities for students to actively participate in and contribute to their learning. Teachers, TAs and AOT use their expertise and subject knowledge effectively to develop students’ independence, knowledge, skills and understanding.***

To achieve this we:

* employ a wide range of well-judged, imaginative and effective activities to engage students in their learning when planning lessons
* share best practice with other colleagues through our TEEP PEEPS, Staff meetings and Twilight CPD sessions to enrich teaching repertoire
* provide students the opportunities to learn in a variety of ways with a range of resources, including new technologies
* promote and refer to Attitude to Learning grades (A to L) as part of classroom discourse and with individual students at and use them accurately when assessing and recording at each data capture
* model our passion, love of learning and enthusiasm for our subjects
* provide an learning environment where risk-taking is encouraged and reinforced
* use e-praise and reward students for positive learning behaviours and outcomes as well as other methods such as positive text messages/emails/phone calls home

**Monitoring and evaluation of the Teaching and Learning Policy**

The quality of Teaching, Learning and Assessment is monitored and evaluated regularly through a robust quality assurance process. This takes a number of different forms including:

* External review and monitoring - visits by OFSTED, the Local Authority SIO, The School Improvement Partner and other external sources
* Informal lesson drop-ins by members of the Senior Leadership/ Extended Leadership team
* Planned drop-ins (times to be shared with relevant staff) with WWW/EBI developmental written feedback
* NQT/Trainee monitoring - in line with TeachFirst/Schools Direct or Hampshire NQT induction programme
* Department Reviews (including lesson drop-ins, work scrutiny, student voice and staff interviews)
* HOD termly monitoring report
* Accountability meetings (following data captures)
* Weekly HOD/SLT Line management meetings
* Standing agenda item at Department and SLT level
* Weekly Work Scrutiny at SLT and half termly at ML level
* Student voice

Where an aspect of teaching, learning or assessment is evidenced to be typically ineffective, bespoke and developmental support will be given to individuals. This may take the form of coaching/ mentoring programme or in some cases, a more structured support programme led by the Headteacher or Associate Headteacher.

**Accountability: Roles and Responsibilities**

**Governors**

* to ensure the effective and rigorous implementation, monitoring and evaluation of the policy by challenging school leaders regularly through regular Governing Body meetings

**SLT**

* to monitor, evaluate and support the delivery and impact of the policy through regular line management meetings, department reviews, analysis of data, learning walks, drop-ins, work scrutiny and student voice
* to provide appropriate support to colleagues whose practice is identified as being not effective in one or more areas. This may be in the form of a coaching and mentoring programme or an informal support plan with clear targets and timeframes for improvement

**Subject leaders**

* to be responsible for planning and quality of delivery of schemes of work and assessment outcomes
* to monitor and evaluate the consistent delivery of the policy at department level
* provide appropriate support to individual members of the team through Performance Management, mentoring, coaching or training as needed

**Class teachers**

* to implement consistently this policy by planning and delivering high quality learning experiences which engage and challenge all students using the TEEP model
* to use assessment of students’ work diagnostically to inform planning
* to create a safe and stimulating working environment where students are confident to take risks
* to attend training and other forms of CPD as appropriate to need

**HLTAs/ LSAs**

* to be aware of the TEEP learning cycle and underpinning principles and how they can work with class teachers and students to support learning and progress
* to assist the class teacher in providing high quality intervention and support for individual students or small groups (as appropriate)
* to inform the class teacher of the impact of their intervention/support in order for next steps to be planned and assessment for learning to take place