



# Teaching & Learning Policy

**Policy reviewed: December 2022**

Description of Changes:	<ul style="list-style-type: none"><li>December 2022 - Updated The Blueprint for Teaching - Reference to Pen Profiles replaced with Learning Profiles</li></ul>
-------------------------	--

**Next review date: December 2023**

**M. Garcia**





## **Contents**

- 1. Aims**
- 2. Objectives**
- 3. Priorities**
- 4. Creating a Learning Environment**
- 5. Expectations of Exercise Books/Work Evidence**
- 6. Behaviour for Learning**
- 7. Rewards and Sanctions**
- 8. Responsibility of the Class Teacher**
- 9. Roles and Responsibilities**
- 10. Monitoring and Evaluation of the Quality of Teaching and Learning**
- 11. Links with other Policies**



## 1. Aims

The aims of the Teaching and Learning Policy are to ensure -:

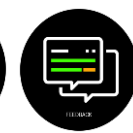
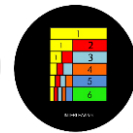
- A consistent approach to good quality Teaching and Learning in order to ensure there is challenge and progress in every lesson.
- That all staff are involved in providing opportunities for all students to experience a varied, challenging education in an aspirational environment.
- That all staff are aware that the overall aim is for outstanding quality of Teaching and Learning to be the main focus of the academy.

## 2. Objectives

- To identify consistent expectations in relation to the shape of lessons and the lesson plan structure;
- To identify consistent expectations in relation to the procedures followed by students at the beginning and ends of lessons;
- To provide guidance for staff in relation to the provision of a range of activities within lessons to ensure pace, challenge and a range of learning styles are achieved;
- To identify a whole academy framework for monitoring and evaluating the quality of Teaching and Learning within individual curriculum areas and across the whole academy;
- To provide guidance specifically in relation to behaviour management within the classroom;
- To identify support and support staff development opportunities available in relation to whole school priorities and individual professional objectives.

## 3. Priorities

- Ensure that through the implementations of the Blueprint for Teaching, teachers ensure all students make good progress.



## The Blueprint for Teaching

### Intent of the Sheffield Blueprint

The Sheffield Blueprint is a set of guidelines and common language which has been developed in collaboration with staff and students and which we believe allow students to make the best possible progress in lessons on a daily basis.

Using the Blueprint for teaching as a framework of good practice will allow more consistency for students when moving from subject to subject and have positive impact of the quality of lessons delivered in the academy on a daily basis, giving staff and students a clear the structure of lessons at Sheffield.

The Blueprint is not a set of boundaries and restrictions or a tick list for staff/observers to use when teaching/QA lessons and should not restrict teachers when delivering lessons. Staff will identify specific opportunities in their lessons to use the Blueprint to enhance the students' learning experience.

### Implementation of the Blueprint

The Blueprint was rolled in the Summer Term of 2018. Driven and led by the Learning and Teaching Team and supported through the Sharing Practitioner amongst the staff, it has become part of the core pedagogy of our academy.



**Sharing of learning objectives and success criteria** – These must be shared every lesson. The **objective** - The intended learning progress and outcome. The **success criteria** - The implementing of the knowledge and skills taught in the lesson or over a sequence of lessons.

- Lesson activities must focus students' thinking on the learning goals;
- Challenge
- The teacher has to consider what students need to know to understand in terms of knowledge and skills.



**Giving Learning a Purpose** – Why are the students learning this knowledge and these skills – the learning intention and relevance to the students.

- The appropriateness of lesson activity depends on how it contributes towards achieving curriculum goals;
- Teachers must think about the prior knowledge that students need in order to be able to do the task successfully.



**Active Start** – Following the academy routine of Stand, Register, Sit, learn, students must engage with learning immediately with no 'down time' allowed.

- Lessons must be planned for student to engage with the learning. For example, teachers could begin with a low stakes quiz/test at the start to allow for prior learning and interleaving to take place. Teachers should then feedback results to students.



**Interleaving** – Teachers must regularly revisit recently acquired knowledge through retrieval practice. Learning requires repetition, a particular concept or skill must be practiced multiple times before it is fully mastered.

- Teaching must build up students' store of knowledge in long term memory because progress is knowing more and remembering more of the curriculum;
- Careful curriculum thinking ensure that the right components are embedded in long term memory to enable students to perform more tasks.



**Modelling and co-construction** – Teachers can expect students to understand/produce what we teach by showing them how to co-construct

Teachers are experts in their subject areas and can confidently carry out live modelling/co-construction for students to learn how to apply their knowledge and skills;

- Using and **I do, We do, You do** structure is crucial in creating independence.



**Feedback** – Involve the students as much as possible, make sure it is Kind, Specific and Helpful. Leave time for the follow up.

- Teachers should check their students understanding in ways that are relevant to their subject and the students' needs;
- Teacher should correct mistakes and misconceptions quickly and create opportunities through DIRT to implement redirected learning.



**Remember, Recall, Review, Revise** – to retain knowledge students must practice using knowledge and skills in a variety of different contexts, for example: quizzes, homework, questions, starts and ends of lessons etc.

- Fluency or automaticity requires 'overlearning' through repeated recall – taking students well beyond the point of accuracy and allowing them to apply learning fluently;
- Expertise (the capacity for skilful cognitive performance) depends on rich and detailed structures of relevant knowledge stored in long term memory.

**Reading** – are students given enough reading practice opportunities – are these planned into the curriculum and intended to not only improve reading skills but also extend student cultural capital? Have the reading texts been chosen with an understanding of students' reading ages and with the improving of students reading ages in mind? SEND pupil can succeed if the tasks are broken down into manageable parts and regularly revisited.

- ✓ Do students remember crucial knowledge taught previously? Do teachers revisit previous content as if it is something new or do they embed what they already know?
- ✓ Is there evidence that teachers carefully anticipate how new knowledge fits into the bigger picture?
- ✓ Do teachers identify specific gaps in students' progress and direct reading accordingly?
- ✓ What is the rationale for choosing the subject specific reading content we teach students?
- ✓ What is the essential knowledge we want students to learn?
- ✓ How do we engage students with reading independently for enjoyment?



#### **4. Creating a Learning Environment**

**4.1** Students learn best where the classroom environment portrays a learning environment and is conducive to learning. A classroom should be an educational and motivating learning environment where students' work may be displayed and academic language is visible:

- All Teacher Planners must contain Learning Profiles from Edukey, current data and seating plans;
- Teachers have a responsibility to keep classrooms tidy and ready for classes, this includes:
  - checking desks for graffiti
  - ensuring litter/paper is picked up at end of lesson in bin
  - computers are working, and if not it is reported
  - chairs under tables
  - equipment put away
  - any damage reported to CL
- Seating plans should be used to support the strategic placement of students.

#### **5. Expectations of Exercise Books/Work Evidence**

**5.1** The role and purpose of exercise books/folders is:

- To be a central place where subject learning is recorded for students to learn from and for assessments;
- To allow the teacher to assess, monitor and feedback for progress;

**5.2** The expectation of how work will be set out:

- All work must contain a title and a date;
- It should be labelled as either h/w or c/w;
- Work in books should demonstrate that there has been challenging work set with high quality outcomes;
- Where folders are used work should be clearly organised (e.g. by topic, chronologically);
- All worksheets should be secured into exercise books;
- Assessment Trackers must be stuck on the front of exercise books and presentation stickers on the back;
- All work must be completed and teacher feedback acted upon in green pen.

#### **6. Behaviour for Learning**

**6.1** Behaviour management within the classroom is the responsibility of the teacher supported by support staff if present. Behaviour is directed by our three key concepts:

**Ready  
Respect  
Responsibility**





'Behaviour for Learning' is:

- Positive – the teacher has high expectations that behaviour will reflect a positive attitude to learning and the teacher models a positive attitude to teaching;
- Centred on effective relationships between students, and student and teacher;
- Values and rewards behaviour which enhances students learning and places sanctions on behaviour that distracts a student's learning and the learning of others;

## 7. Rewards and Sanctions

7.1 Teachers have a variety of rewards at their disposal and should reward students who demonstrate our academy values.

## 8. Responsibility of the Class Teacher

### 8.1 Lesson planning and establishing high expectations

Teacher must follow the expected academy learning routines of:

- Having lessons planned with the Blueprint elements;
- Being on time to the lesson;
- Meeting and greeting students at the door;
- Being at their door at every transition bell;
- Flagging up absences promptly on SIMS/patrol;
- Having a seating plan;
- Having relevant information for SEND students and adapting teaching accordingly;
- Knowing and responding to students' history and needs;
- Ensuring students are able to articulate what they are good at and what they need to do to improve. Students disengaged with their learning and progress or who think you are not interested in their learning and progress are more likely to be disruptive;
- Expecting and reinforcing good behaviour; not tolerating disruption;
- All lesson time is learning time;
- Having a consistent and fair rewards and sanctions procedure;
- Having conversations with students that model academic oracy and reflecting RRR;
- Following up issues with Tutors, Progress Coordinators and parents – logging positives and negatives on SIMS.
- Reinforce that poor behaviour affects their **learning** and the **learning** of others;

### 8.2 Teacher Development Pathways

All teachers should be committed to improving and developing their learning and teaching skills. To achieve this:

- Priorities will be identified in the academy and department SEFs and Improvement Plans;



- Appraisal objectives will refer explicitly to Teaching and Learning, linking to academy and departmental priorities;
- Support and development will be provided through professional development opportunities (e.g. the Teaching Forums);
- Regular agenda items at department meetings will focus on pedagogy; feedback on drop-ins and other QA processes will be formative;
- All teachers have the right to professional development conversations with their Line Managers/Senior Leaders.

**8.3** In addition to the above any member of staff who is identified as requiring improvement in their teaching through Academy QA procedure will also be given focused support to enable them to develop their teaching. This support will be more intensive and will involve a commitment from the member of staff to improve. Ormiston Shelfield Community Academy is committed to an "open door" approach where staff see the positive benefits of being observed in order to support them in improving the quality of their teaching.

## **9. Roles and Responsibilities**

### **9.1 The Principal is responsible for:**

- Monitoring Standards across the academy

### **9.2 Vice Principal for Quality of Education is responsible for:**

- Working with all Curriculum Leaders to support whole academy developments in relation to Teaching and Learning;
- Monitoring the overall quality of Teaching and Learning and identifying strengths and areas for development;
- Providing relevant information on whole academy Teaching and Learning and Teaching for Governors;
- Ensuring that all new staff who join the academy are supported through the Shelfield Induction Programme;
- Managing any focused observations/ training for staff who consistently deliver unsatisfactory Teaching and Learning;

### **9.3 The Senior Leadership Team are responsible in relation to their areas of responsibility for:**

- Working with identified Curriculum Leaders to develop Teaching and Learning;
- Providing funding to allow curriculum areas to have sufficient resources to deliver the curriculum effectively.

### **9.4 Curriculum Leaders are responsible for:**

- The quality of Teaching and Learning within their curriculum areas;
- Ensuring that Schemes of Work are developed and have identified learning objectives, outcomes and learning activities that ensure challenge and progress;
- Ensuring that lesson plans are completed for lessons in line with academy expectations and that there are clear learning objectives and success criteria;





- Working with the department to provide an effective learning environment in relation to the rooms used by the staff;
- Supporting staff in relation to behaviour management in their lessons;
- Monitoring consistency of how students arrive at and leave lessons;
- Working with the department to ensure sufficient resources are available to deliver the curriculum effectively;
- Monitoring that homework is set in accordance with the Homework Policy.

**9.5 Teaching staff are responsible for:**

- Devising lesson plans in line with academy policy;
- Ensure that progress and challenge are at the heart of all lessons;
- Providing stimulating, challenging lessons in line with academy policy;
- Working with the Curriculum Leader to develop their own teaching;
- Providing peer support, when required, to support the development of other teachers;
- Managing behaviour effectively within their lessons and alerting the Curriculum Leader, in line with school policy to any concerns;
- Providing an adapted curriculum which allows for the needs of all students;
- Initiating and committing to their own professional development through engaging actively with all professional development opportunities provided.

**9.6 The Director of SEND is responsible for:**

- Providing relevant information for teachers in relation to students on the SEN Register;
- Providing resources for SEN students and teachers of SEN students;
- Tracking and monitoring the progress of SEN students through SEND QA procedures;
- Providing specific intervention for SEN students;
- Supporting departments and teachers with SEND student intervention;
- Direct the SEND team to support students appropriately.

**10. Monitoring and Evaluation of the Quality of Teaching and Learning**

The quality of Teaching and Learning will be monitored through a whole academy approach using a range of procedures to ensure the process is developmental as well as informative.

**10.1 Support Programme will include:**

- Coaching
- Extended feedback with development points and action points
- Access to personalised CPD
- External support, including school visits
- Access to Staff Development Pathways



## **11. Links with other Policies**

- Assessment, Recording and Reporting Policy
- Behaviour Policy
- Homework Policy
- SEND Policy
- Ormiston Shelfield Community Academy Quality Review