

MANCHESTER HEALTH ACADEMY

TEACHING & LEARNING POLICY

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Approval History

Approved By:	Date of Approval	Version Approved	Comments
Governors	24.09.15	V2	
Full Governing Body	05/10/17	V3	

Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
Sept '15	April '12	V2	Policy updated	N	KG
Sep'17	Sep'15	V3	Policy updated	N	LAN/RLM

The purpose of this policy is:-

To ensure that high quality learning takes place in every lesson, which results in high standards

- a) of student achievement
- b) to embed an agreed range of good practice across the Academy through our CPD and induction programme
- c) to ensure excellence and consistency throughout the school
- d) to provide all staff with a clear vision of Academy expectations

All MHA learners will be equipped with the knowledge, skills, attitudes and behaviours to achieve their personal best by ensuring that:

1. All learning is inspiring, meaningful, and purposeful and stretches the most able to maximise progress
2. Learning is planned, delivered, assessed and reviewed with students
3. Detailed and meaningful feedback from teachers allows students to move to the next phase of learning
4. The curriculum meets interests and aspirations of all learners, preparing them for the world of work and as lifelong learners
5. All learners enjoy and achieve through developing the skills to become independent learners by employing cooperative learning strategies that ensure participation
6. Opportunities for innovation and creativity are embedded in all learning activities
7. Learners have the opportunity and support to improve their skills in literacy, numeracy and ICT across the curriculum
8. Accurate and meaningful assessment will be conducted regularly through a range of methods which include peer, self, teacher, formative and summative assessments and a dialogue with students
9. Assessments will be shared with students, parents and carers. Targets and strategies for improvement will be clearly identified which are based on nationally expected levels of progress and beyond
10. Systematic tracking, monitoring and intervention systems will be implemented for each key stage
11. All learners make progress in line with or better than expectations and targets
12. New technologies will be used to enhance and enrich learning across the curriculum
13. Standards of teaching and learning are improved across all subjects to ensure that there is no inadequate teaching and all lessons are judged good or better.
14. Collaboration with a wide range of partners, sponsors, business and community links will be used to contextualise and enrich learning
15. Innovative and outstanding practice in teaching and learning is identified and shared on an ongoing basis
16. Students are challenged by developing their thinking, communication, literacy and numeracy skills.

We believe that outstanding teaching and learning is key to achieving success and this policy reflects our high expectations of all staff and students who work at the Academy.

Teaching

We expect:-

1. Staff to have secure subject knowledge and understanding – when support is needed teachers can seek advice from subject and curriculum leaders as well as Senior Leaders
2. Staff to raise the profile and celebrate Academy EALS (Excellence, Aspiration, Leadership, Success) at every opportunity
3. Staff to promote the Academy values of respect, pride, excellence, equality, trust and resilience in their own teaching
4. Staff to plan appropriately for all groups of students, access high quality resources and differentiate for all levels of ability
5. Staff to plan for and manage the participation and engagement of students via the use of co-operative structures
6. That every lesson has a clear learning objective which is explained to the class and which remains on display throughout the lesson and the mastery of a subject through levelled outcomes is applied to each lesson
7. That all lessons demonstrate key elements of good assessment for learning practice and that outcomes are differentiated and revisited during the lesson to highlight progress towards the learning objective
8. That activities are differentiated to ensure that students explore, develop and practice new skills/ concepts
9. That staff cater for a range of differing learning styles and cultural diversity thus ensuring student participation and understanding e.g. the use of visual stimuli and practical activities, ability groupings, peer and teacher modelling, visual support, repetition, emphasis on oracy and listening, scaffolding, talk partners. This is evidenced through 'Who's in my Class?' sheets for each group taught.
10. Staff to provide appropriate resources which support learning outcomes and provide challenge for the most able
11. That time targets are set within lessons to ensure pace is maintained
12. That staff have high expectations of presentation, quality and quantity of work
13. Staff to assess students regularly using levelled outcomes to generate an accurate picture of individual progress
14. That staff are not chair / desk bound in lessons. Furniture is flexible and can be moved for purpose
15. LSA's to be fully involved in lessons and briefed regularly on planning and delivery of lessons
16. Staff to regularly mark student work according to Faculty Policy
17. Staff to encourage independence, resilience and a strong work ethic
18. All lessons to have a plenary when the learning during the lesson can be reviewed and assessed against the learning objective and success criteria. Students will also reflect on *how* they have made progress during their learning at specific points in their lessons.

The Learning Environment

1. The physical environment, in which students' learning takes place, should be one which is stimulating and supportive, aiming to enhance learning and reflect the ethos of our Academy.
2. The learning environment is fundamental to the learning process. It is crucial in helping students to enjoy learning, to reflect and grow in confidence.
3. We believe that students should be taught to take care of and have pride in the academy environment and be encouraged to take responsibility.

We will ensure that each classroom has:-

4. Clearly labelled resources
5. Academy expectations displayed
6. Procedures for Fire drill/ staff responsible for first aid

Display

1. Teaching staff are responsible for classroom displays and displays in shared areas of the academy
2. Displays should reflect cultural and social diversity
3. Display should be of a high standard and all students should have the opportunity to have their work displayed either in the classroom or shared areas around the school.
4. Displays should be well maintained and reviewed for relevance and quality each term

The Curriculum

The whole curriculum should enable learners to:-

1. Acquire knowledge, skills, understanding and practical abilities with the motivation to use them
2. Extend the effective use of language and to encourage a love of reading and life-long learning
3. Develop the effective use of numeracy
4. Appreciate human achievement in all areas of activity
5. Develop social, moral, spiritual and cultural learning
6. Help develop the full potential in individuals for their lives at home, at work, at leisure, in the community and as active empowered participants in society
7. Develop a sense of self-value and self-respect and to understand and respect the right to social and cultural differences amongst others, including British values

Assessment of Learning

1. Assessment plans will be reviewed annually in all subject areas and shared with students/parents and carers.
2. Assessment criteria will be included in every student's learning record, exercise book or file.
3. Assessments of progress, achievement, behaviour and attendance will take place in line with the expected frequency set out in the academy Assessment Policy and will be informed by formal assessments in each subject.
4. Formative assessment of student work will take place in line with the expected frequency set out in the academy Assessment Policy.
5. Written comments and a RAG rating – Red, Amber, and Green will be awarded for effort.
6. Peer and self-assessment activities will support teacher assessment.
7. Assessments should be shared and discussed initially with students in lessons and in tutorials.
8. Assessments will then be shared with parents with parents and carers at consultation review meetings each term.
9. Student next steps will be evident in planners each half term.

Student voice and participation in planning and reviewing learning

1. All subjects have devised Resilience Scale questionnaires to encourage self-reflection
2. Recommended questions for student voice activities are shared and conducted as per the QA calendar and collated in subject evidence files
3. A student voice leader will conduct termly focus groups to determine student levels of satisfaction with the quality of teaching and learning. The results of this will be analysed and reported to the leadership team, subject leaders and governors in a written report with key conclusions and recommendations for improvement.

Planning

1. All lessons, schemes of learning and unit plans will be developed using the approved academy format.
2. All subject staff will be expected to plan together and where possible deliver lessons and themes collaboratively.
3. Lesson plans and schemes should make clear the differentiated approaches required to ensure students with special educational needs and additional needs make expected levels of progress.
4. Additional adults working with the students should be involved in planning and must be aware of the contribution expected of them in supporting students with additional needs.
5. Planned questions (for example using Bloom's Taxonomy) and the systematic use of these (for example using co-operative 'Kagan' structures) should be evident in lesson planning. The academy lesson plan format supports and prompts this level of planning.

Independent learning

1. Every subject has devised a series of independent learning activities and assignments.
2. Independent learning is designed to support curriculum delivery.

Quality assurance of Teaching and Learning

1. A comprehensive quality assurance calendar examines the effectiveness of all aspects of teaching and learning in the academy.
2. A 'teaching over time' grade for each teacher informs individual and academy CPD programmes
3. All learning and teaching schemes of learning will be shared with Learning Teams and SLT links who will quality assure these.
4. Formal full lesson observations take place at specified points in the year as part of our quality assurance processes and support the appraisal system.