

## Teaching and Learning Policy

Policy Code:	TL7
Policy Start Date:	September 2016
Policy Review Date:	September 2019

Please read this policy in conjunction with the policies listed below:

- TL1 Access to Fair Assessment Policy
- TL4 Assessment Recording and Reporting Policy
- TL11 Homework Policy
- HR2 Teachers Appraisal Policy (Staff)
- HR1 Teachers Capability Policy



## **1 Policy Statement**

- 1.1 This policy should be read alongside The Priory Federation of Academies Trust (The Trust) Whole-School Evaluation of the Quality of Teaching and Learning Guide, The Priory Federation of Academies Trust Work Scrutiny Guide and The Priory Federation of Academies Trust Lesson Observation Guide.
- 1.2 The Trust (The Trust) is committed to creating and sustaining an inclusive learning culture for our learning community. It consistently works towards excellence in Teaching and Learning. The Trust has high expectations in both Learning and Teaching in order to give all students the opportunity to fulfil their full potential. It embrace new ideas and thinking within education as a means of improving student learning.

## **2 Aim**

- 2.1 The Trust aims to empower all learners, students and staff, to achieve their full potential by learning in a variety of ways and through challenging learning experiences.

## **3 Roles, Responsibilities and Implementation**

- 3.1 The following all have a responsibility to achieve the aims of this policy:
- (a) Teaching staff are to:
    - (i) Implement this policy by consistently delivering high quality learning experiences.
    - (ii) Be responsible for lesson and short-term planning, in conjunction with department teams.
    - (iii) Ensure that lessons are sufficiently differentiated to meet the individual learning needs of all students in each class, and to support and challenge students of all abilities, including highly able learners, remaining mindful at all times of the need to minimise gaps in achievement between disadvantaged, Special Educational Needs and disabled students and their peers.
    - (iv) Follow the guidance in the Assessment, Recording and Reporting policy.
    - (v) Set tasks to be completed at home which challenge and support student progress



- (b) Curriculum Leaders/Heads of Department and Subject/Departmental Teams are to:
- (i) Be responsible for the coordination of long, medium and short-term planning of schemes of work, taking into consideration the aims and objectives of the policy.
  - (ii) Monitor and evaluate consistent delivery of the policy and schemes of work at team level.
  - (iii) Provide appropriate support to team members through training materials and/or coaching.
  - (iv) Hold Subject/Departmental Teams to account for the quality of teaching in their area.
- (c) The Senior Leadership Team (SLT) are to:
- (i) Provide appropriate support, challenge, training and resources for departments and individuals to develop teaching, learning and assessment.
  - (ii) Hold Curriculum Leaders/Heads of Department to account for the quality of teaching in their areas.
  - (iii) Keep the policy under review to ensure that it matches best practice nationally.
  - (iv) Support The Trust by reporting regularly on the quality of teaching in the academies in the Trust.
  - (v) Contribute to the Cross-Trust development of teaching, learning and assessment.
- (d) Trustees / Academy Governing Committees are to:
- (i) Ensure the effective and rigorous implementation and monitoring of the policy through their work with cross-trust staff and with academy senior and other leaders.
  - (ii) Gain an understanding of teaching and learning within The Trust through reports from senior and other leaders and through visits to classrooms



(note that Trustees and members of Academy Governing Committees will not make judgements on the quality of teaching during visits to classrooms.)

- (e) Those with parental responsibility are to:
  - (i) Be encouraged to support the policy of The Trust, by providing support for students at home, allowing them to continue to develop their learning effectively.
  
- (f) Students are to:
  - (i) Have the highest possible expectations for what they can achieve at their academy and beyond.
  - (ii) Behave well in class, in school, to and from school and whilst on school activities.
  - (iii) Achieve a high attendance record - anything below 96% could be a cause for concern.
  - (iv) Focus on learning - make every lesson count.
  - (v) Complete their homework thoroughly and on time.
  - (vi) Meet challenging targets and collaborate on appropriate plans to achieve them.

### **Achieving the Policy Aim**

- 3.1 There is a comprehensive Appraisal Policy and process.
- 3.2 The key role of teaching, learning and assessment is to support students to make good and better progress so that they achieve well. The most obvious indicators of the impact of teaching, learning and assessment are quite simply the attainment and the progress of students, that is, their achievement over time. Many aspects contribute to students' achievement and our intention is that, over the course of each academic year, we use a range of approaches to reach a judgement regarding the overall quality of teaching, learning and assessment. This methodology allows us to gather and to evaluate a range of evidence to support us to reach a rounded, accurate judgement regarding the "typicality" of teaching, learning and assessment quality.
- 3.3 Evidence will be gathered from:



- 3.3.1  Formal lesson observations
  - 3.3.2  Learning walks
  - 3.3.3  Work scrutiny
  - 3.3.4  Student voice
  - 3.3.5  Data on student progress
  - 3.3.6  Parent voice
- 3.4 Our aim is to ensure that the teaching, learning and assessment within each academy and across the Trust as a whole is consistently good or better. Best practice will be celebrated and shared. Whole Trust areas for development will be identified and incorporated into professional development programmes. If an aspect of a teacher's approach to teaching, learning and assessment is judged to be less than good, support will be offered to deliver the improvement required. In some cases, a formal Performance Plan will record actions and timelines for improvement
- 3.5 Individual formal lesson observations are conducted using The Trust's observation sheet and the judgements and written evaluations, made using Trust criteria, are recorded on it. Feedback is provided orally and in written form.
- 3.6 Formal observations of teaching staff are rigorous, paired where possible, and up to three hours per academic year.
- 3.7 All formal observations are conducted by appropriately experienced, moderated observers.
- 3.8 Teachers whose teaching during an observation does not reach the required standard will be re-observed within a month. A personal improvement plan will be put into place. All teaching staff new to The Trust will be observed within four weeks.
- 3.9 Consistency in making judgements is ensured by: involving middle management in the formal observation process where possible; conducting paired observations between trained observers; conducting across-Trust observations; and by using external experts to moderate judgements.
- 3.10 Focused observations, including peer observation and coaching, are conducted to support the further development of outstanding practice, with individual feedback but also guiding whole-Academy or Trust developments.
- 3.11 'Learning Walks' are conducted to support the development of good practice.



- 3.12 The CPD programme is linked to the appraisal process. This involves training days and twilight sessions for teaching and support staff, as well as personalised research-based CPD.
- 3.13 Feedback to Academy committees and to The Trust about teaching and learning is regular and planned.
- 3.14 The Trust ensures that all members of teaching and support staff have access to support materials produced by The Trust. These include: The Priory Federation of Academies Trust Whole-School Evaluation of the Quality of Teaching and Learning Guide and The Priory Federation of Academies Trust Lesson Observation Guide, as well as other documentation which is pertinent to improving standards of teaching and student learning.

#### **4 Appendices**

- 4.1 To facilitate the above, The Trust has identified what it believes constitutes effective Teaching and Learning within a series of documents which are provided to all members of teaching and support staff within the Trust.
- (a) The Priory Federation of Academies Trust Whole-School Evaluation of the Quality of Teaching and Learning Guide.
  - (b) The Priory Federation of Academies Trust Lesson Observation Guide.
- 4.2 In addition, all members of teaching and support staff have access to the Teaching and Learning page of SharePoint. This webpage is regularly updated and is host to advice and support materials.

#### **5 Policy change**

This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.



## **The Priory Federation of Academies Teaching and Learning Policy**

This Policy has been approved by the Education and Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.