



Teaching and Learning Policy

	TO BE REVIEWED BY THE GOVERNORS' TEACHING AND STANDARDS COMMITTEE
Reviewed in:	September 2017
Governor Name:	MR KAMLESH MISTRY
Governor Signature:	<i>K Mistry</i>
Next Review Date:	September 2018

Contents:

- Vision
- Rationale
- Context
- Principles

Appendices:

1. Lesson observation criteria
2. Securing Learning Cycle
3. Ofsted guidance for effective Teaching and Learning

Vision

To develop an inclusive, dynamic, high achieving learning community, where all students and staff are happy, whilst being supported and encouraged to be ambitious, achieve personal success and make a positive difference to their world.

Be happy, be ambitious, make a difference.

Rationale

Teaching is the craft of effectively facilitating learning. It is essentially a personal and professional reflexive art in which lively, thinking, enthusiastic teachers continue to reflect on and analyse their own activities, and adapt their delivery of the curriculum to challenge the thinking and meet the needs, interests and aspirations of their students.

“The worst of all deceptions is the self-deception that we no longer need to learn.” *Plato*

Context

The City of Leicester College is committed to being an exciting, innovative place to learn for *all* of us: students, teachers and support staff. We all have an immense capacity to learn. To learn effectively we need to be interested, challenged, actively engaged and alert and to know *how* to learn.

We are a unique learning community: the vast majority of our learners have English as an additional language; a significant number of our students qualify for Pupil Premium; and we are currently needing to show rapid improvement in the quality of teaching and learning and the progress of students. It is, therefore, essential that we provide the right opportunities and environment for learning.

Effective learning takes place when:

- We are aware of how we learn, the progress we are making and how to improve (see Marking, Assessment and Feedback policy).
- There are choices about how to learn.
- We feel engaged in the learning process – learning is purposeful and applicable to our lives.
- We understand the language needed for effective learning in our subjects (see Language and Literacy Policy).
- Our interests, abilities and ambitions are recognised so that learning can be personalised to meet our needs (see G&T and Inclusion policies).

- Dialogue about learning takes place.
- Everyone is enabled to take responsibility for their own learning.
- Parents support learning at home.
- The ethos, behaviour and learning environment are conducive to learning (see BfL policy).
- We have opportunities to be thoughtful and reflective.
- Achievement in, and beyond, the classroom is recognised and celebrated.
- Staff and students are encouraged to develop and demonstrate a growth mindset:
 - Intelligence can be developed
 - There is no limit to our achievement
 - Failure leads to improvement which leads to success.

Principles

We believe effective teaching is underpinned by the DTT (Diagnosis – Therapy – Testing) process. We need to be clear for each unit/topic/lesson what we want students to know/be able to do. We need to employ mechanisms before, during and after learning to check students’ progress so we can support and challenge each student appropriately. (Appendix 2 Securing Learning Cycle).

1. In order for this to be effective, the following need to be in place for each subject in each year:
 - a – Progression Map – *showing progress from Y7 - 13*
 - b – Calendar – *course overview for each year group (incl. assessment points)*
 - c – Topic Threshold Sheet Y7 – 11 (ref. to grade criteria where appropriate) and Assessment Objectives at KS5
 - d – Schemes of Learning
 - e – PLCs - *for each unit/topic/course; RAGged to show progress; differentiated for ability groupings*
 - f – Systems for students to engage with feedback – *e.g. PPR, STAR. Learning log.*
2. Effective teaching and learning starts with the students: what relevant knowledge, skills and ability they already have already. How you know. (Diagnosis)
3. A range of teaching and learning approaches and resources are used to ensure all students are supported and challenged to make progress within a lesson and over time. (Therapy)
4. Lessons should contain a variety of teaching and learning strategies, incl. interactive teaching and learning, so students are actively involved and engaged in the process of learning.
5. There should be a high think ratio for all students in the lesson: students should be challenged to think for themselves, to express their ideas and to share ideas with others.
6. Assessment is an integral part of the lesson: students need to know what they need to achieve and how; how well they are doing and what they need to do to improve.
7. Students’ work needs to be assessed on a regular basis with positive comments and strategies for improvement. Where students are underachieving, strategies need to be put in place to raise students’ attainment. (See Marking, Assessment, Feedback policy)
8. Independent learning (e.g. homework) which is interesting and relevant to the learning in the classroom should be used to raise achievement: it should be designed to develop students’ independent learning skills and should be marked and feedback given to the students.

9. Opportunities for learning outside the classroom need to be recognised for the important role they play in complementing and enhancing students' knowledge, skills, capabilities and interests.
10. The quality of teaching and learning is reviewed regularly through termly reviews (Progress Weeks) and staff have access to specific, timely support and CPD to ensure teaching and learning is good or better.

September 2017

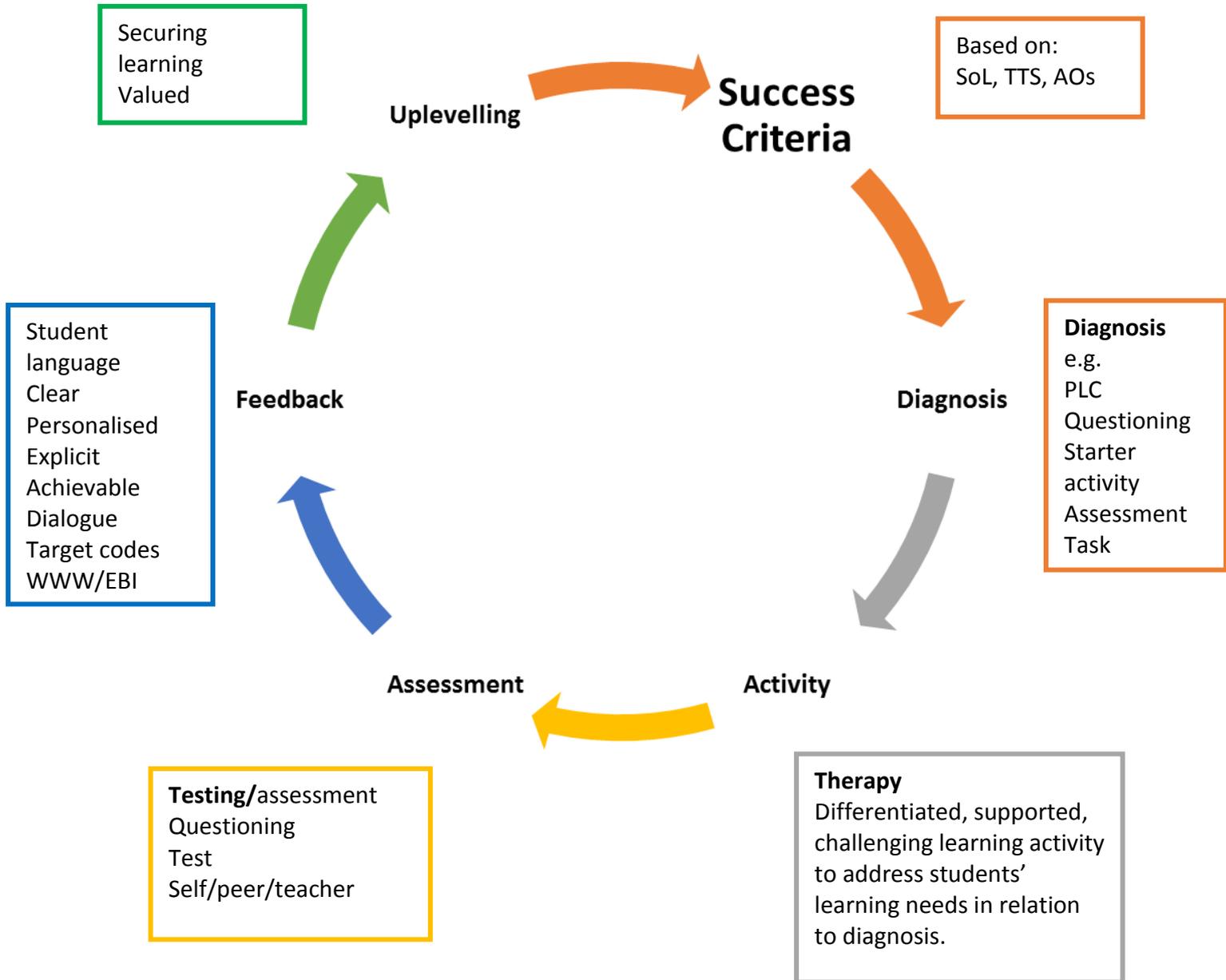
Lesson Observation Guidance September 2017

Teacher observed:		Subject:		Date:	
Observer:		Room/Group/Set:		Period:	
Year:		Number of books or students' work reviewed:		Time in lesson:	

In order to promote a love of learning and to ensure our students can be happy, be ambitious and make a difference, lessons must be guided by these principles:

<i>The basic principles of successful lessons at TCOLC.</i>	<i>Impact of teaching on learning:</i>
<p>Before the lesson Know your students and their needs, make use of data. Have high expectations for all students:</p> <ul style="list-style-type: none"> • Plan so that all students are supported to access tasks set. • Plan so that all students are challenged. • Plan so that students have the opportunity to up-level and improve work during the lesson. • Plan opportunities for assessment and feedback. 	
<p>At the start of the lesson Welcome students positively to ensure they are ready for learning. Make sure students know the aim of the lesson. Review prior learning for example by getting students to respond to teacher comments and feedback. Ensure students understand success criteria. Model and reinforce a culture of respect: for each other, books, resources, learning environment.</p>	
<p>During activities Ensure students are actively engaged by:</p> <ul style="list-style-type: none"> • Seizing every opportunity for up-leveilling. • Causing a high participation ratio for students. • Causing a high think ratio for students. • Making effective use of group work and discussion. • Tailoring questions to individual students and giving thinking time. • Building a 'culture of error' alongside encouraging resilience. • Checking individual understanding and giving feedback to develop/secure learning. • Referring to aims and success criteria. • Adapting the lesson responding to learners' progress. • Ensuring students have secured the knowledge/concept/skill before moving on. 	
<p>By the end of the lesson Be explicit about progress made during the lesson. Get students to demonstrate what they have learned. Identify any gaps to be addressed in future lessons.</p>	

Securing Learning Cycle (incorporating DTT)



Grade descriptors for the quality of teaching, learning and assessment

Outstanding (1)	Good (2)
<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p>	
<p>1. Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p>	<p>1. Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.</p>
<p>2. Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</p>	<p>2. In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</p>
<p>3. Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p>	<p>3. Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.</p>
<p>4. Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.</p>	<p>4. Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.</p>
<p>5. Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.</p>	<p>5. Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.</p>
<p>6. Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</p>	<p>6. Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.</p>

7. Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.	7. Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
8. Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.	8. Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
9. Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.	9. Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
10. Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.	10. The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
11. Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.	11. Teachers promote equality of opportunity and diversity in teaching and learning.

Requires improvement (3)

- Teaching, learning and assessment are not yet good.

Inadequate (4)

Teaching, learning and assessment are likely to be inadequate if one or more of the following applies:

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.