



The Academy is committed to excellent Safeguarding

TEACHING AND LEARNING POLICY

Policy Date: November 2013 Last updated: September 2018

Date review due: Sept 2019

Portfolio Group responsible: SIMG

Origin: Headteacher



St. Christopher's

MULTI ACADEMY TRUST

Underlying principles

Taking into account advice and guidance best practice.

Successful education combines academic excellence with the development of essential personal and social skills, and provides every child with a range of experiences to develop their passions and interests. Our teaching and learning policy reflects this understanding of what a school should strive to provide for all students. We are committed to the highest standards of academic excellence and achievement for all within the context of our core Christian values of:

Hope Kindness Courage Integrity Trust Respect Responsibility

A high quality of Teaching and Learning is central to everything we do at The Ilfracombe Academy. It is important that the Academy develops as a learning environment in which all students are supported to flourish and achieve their best. Teaching and Learning are the central activities of the Academy and all other Academy policies support this.

We aim:

- To be outstanding in all we do
- To be a community of learners: to provide an environment and atmosphere where students are enthusiastic and enjoy their learning and where staff in all roles enjoy their work and are supported in their professional development.
- To facilitate regular updating of curriculum, pedagogical and subject knowledge development for our staff
- To always act in the context of our values and of current research and best practice
- To foster a life- long love of learning and curiosity
- To encourage and facilitate a reflective approach to teaching and leadership, providing staff with opportunities to share good practice and to develop appropriate and engaging teaching strategies which meet the needs of learners. To develop staff confidence in adapting lessons
- To promote and develop outstanding teaching and learning which engages students, helps them to make progress and motivates them to achieve their personal best
- To enable our students to develop as independent and collaborative learners
- To facilitate the development of skills that are relevant in the 21st century work and life and to ensure that students leave with qualifications which allow for progression and that they are the best that they can possibly achieve
- To develop confident, disciplined and enquiring learners who are able to make informed choices about their careers and wider aspects of their lives
- To develop a sense of personal responsibility and understanding and tolerance of the views of others. To facilitate positive relationships between all members of the school community.

Planning

Lesson planning should always take into account information on individual students and groups of students. Schemes of Learning can support planning for lessons, but not replace it. We understand that students learn best in an atmosphere where they feel safe and valued, where boundaries are clear and expectations high.

- We do not have a preferred teaching style, understanding that there are a wide variety of effective strategies.

Some clear principles and expectations apply. They are:

- Ensuring that students of all abilities and backgrounds including PPI, SEND and Able students are challenged and supported to do their best
- Planning for progression in every lesson
- Using the Ilfracombe Recipe for Great Teaching as a thinking and planning tool to ensure that the needs of all students are met (Appendix A)
- Ensuring that the context of the group and individuals is understood using prior attainment data and other sources of information such as behavioural information
- Ensuring that the “big picture” of where the learning fits within the context of a series of lessons is shared with students
- Sharing clear intended outcomes with students every lesson and that the rationale and “big picture” is shared.
- Ensure effective teaching Reading, Communication, Writing and Maths
- Planning a variety of activities to promote active learning, including starter activities and plenaries
- Planning for a flexible approach within lessons, checking for understanding and progress through effective questioning
- Thorough preparation of resources prior to the lesson
- Ensuring effective use of Teaching Assistants or other adults in the learning environment
- Using classcharts to record behaviour and homework concerns and to celebrate successes

Feedback for Learning

- All students need to be accurately assessed so that they know their current level of attainment and be given clear feedback on how they can improve. To this end:
- Assessment criteria should be shared with students
- Expectations should be consistently high for all students with encouragement to “be the best they can be”
- Lesson planning should include time for students to act on feedback and “close the gap”
- Students are set clear targets to achieve. Targets and how to move towards them should be shared with students
- Marking should be consistent with the Academy Marking Policy and Feedback policy, including marking for SPAG, and with the Presentation Policy, and departmental guidance
- Questioning should be open ended where possible and used to assess understanding and clarify misunderstandings, and involve as many students as possible.
- Targets should be regularly reinforced with students

We believe that our students learn best if:

- Lessons are enjoyable
- Lessons are well planned and purposeful
- Learning outcomes are shared and relate to previous learning and the “big picture”
- Assessment criteria are shared and suggestions for improvement are given
- Students feel motivated and are able to take responsibility for their own learning
- There is constructive and regular formative feedback
- There is a focus on developing positive working relationships between teacher and students, based on mutual respect
- The learning environment and atmosphere are positive, safe and supportive
- There is a consistent approach to behaviour management
- There is active learning which promotes high student engagement and a sense of shared responsibility
- There are regular opportunities to reinforce the learning through discussions and dialogue
- Students are well supported by their families

Other relevant and related policies: 2012 Exemplified Teacher’s Standards, the Assessment, Marking and Reporting Policy, the Student Presentation Policy, the Behaviour Policy, Safeguarding and Equality Policies, Homework Policy and SEND Policy

APPENDIX 1

JCQ regulations, which govern access arrangements for GCSE and A levels, state that a candidate is allowed to use a word processor/lap top in the following circumstances:

- a) when it is appropriate and it represents a pupil's 'normal way of working' and
- b) if it has been recommended by the school's Educational Psychologist/specialist teacher.

All pupils are assessed in Year 9 at Ilfracombe Academy in order to make a judgement regarding their means of writing as well as other access arrangements in future public exams. Naturally, continued use of a word processor/lap top will be allowed throughout their time at Ilfracombe Academy if it is recommended by an Educational Psychologist/ specialist teacher in or after Year 9, and represents the pupil's 'normal way of working'.

Only pupils who are deemed eligible to use a word processor or lap top may do so in their exams: parents will be notified in writing of any such arrangement. The word processor/lap top must be one that is supplied by the school and meets the JCQ's regulations. A pupil who abuses this arrangement in any way may forfeit their right to this provision. No pupil is allowed to sit an exam at the Academy using their own lap top or tablet.

However, it should be noted that we strongly believe pupils both with and without Specific Learning Difficulties are disadvantaged if they do not develop the skills of handwriting: there will still be instances in certain subjects where pupils, who would normally use a word processor or lap top, will have to handwrite work where it is not appropriate to type.

Ilfracombe Academy: policy governing the use of a Computer Reading Pen

The use of a computer reading pen in exams is restricted to those pupils for whom it represents their 'normal way of working'. These will be supplied by the school and will meet the criteria as outlined by the JCQ (page 33, Access Arrangements and Reasonable Adjustments, 2013 – 2014).

Furthermore, the school's Educational Psychologist/specialist teacher will have identified candidates for whom, using a computer reading pen, would constitute a 'reasonable adjustment' under the terms of The Equality Act 2010, and remove a 'substantial disadvantage' while maintaining the integrity of the assessment.

No pupil is to bring their own computer reading pen into an exam or assessment

POLICY HISTORY

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
2016	Updated in light of recent research	S Marshall	May 2016	May 2019
2018	Updated	S Marshall	Sept 2018	Sept 2019