



Serlby Park Academy

Teaching and Learning Policy

Setting standards for success

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1.0 Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the **Assistant Principals Teaching & Learning in both phases**.

Every member of the academy: Education Advisory Board, staff, pupils and parents/carers have a responsibility to promote and support high-quality learning and teaching.

2.0 Suggested Audience

All teaching and support staff and Education Advisory Board. As part of their academy induction or professional development, all academy teaching and support staff will participate in training which enables each person to competently use the principles and procedures outlined in this policy.

3.0 Related Policies

3.1 This policy fully complies with the Equality Act 2010 and is part of a suite of academy policies which should also be referred to:

- Guidance on Lesson Planning, Schemes of Work and Homework
- Pupil organisation and grouping
- Equal opportunities for pupils
- Pastoral Organisation
- Assessment and reporting arrangements
- Inclusion Policy

4.0 Academy Mission Statement

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5.0 Introduction

5.1 School Partnership Trust Academies (SPTA) is the sponsor for this academy and the SPTA will use its resources and expertise to support and enrich learning for every pupil in this academy. SPTA will work closely with Nottinghamshire City Council (NCC) to seek its support to improve the quality of learning and teaching.

5.2 This paper will provide guidance to staff and pupils around the core activities of the academy: teaching and learning. Further work on this important area will take place on an on-going basis, reflecting the best practices of the sponsor, SPTA, emerging best practice and the work of the predecessor school.

5.3 Learning and teaching are closely linked; high-quality learning most readily takes place as a result of high-quality teaching. The academy has the highest aspirations for high-quality teaching and learning, and it will implement a series of measures to promote this strong aspiration.

6.0 Aims

This policy will:

- Help to ensure that high-quality learning and teaching are an integral part of academy life, raising pupils' aspirations, enjoyment of learning and, attainment
- Help all pupils to become confident, motivated learners, who see the value of education to improve their quality of life and, support for others
- Help pupils to build strong and positive relationships with other people within the academy and throughout their lives
- Help to provide clear guidance to staff on an agreed range of practice which will promote high-quality learning and teaching
- provide an exciting and engaging learning environment that inspires pupils to be creative and imaginative
- create a challenging learning environment
- increase the effectiveness of teaching and learning
- enable pupils to take responsibility for their own learning within a supportive framework, developing independent learning
- recognise and celebrate the achievements of all of its pupils

7.0 Effective Learning

7.1 High-quality, effective learning is the desired outcome of all Serlby Park Academy teaching and through its wider activities, such as mentoring, assemblies and through the use of ICT. Lessons will be written to support pupils' different learning styles, interests and aspirations. Serlby Park Academy will ensure that all staff are clear about the key characteristics of effective learning. Through a carefully-planned programme of Quality Assurance and Continuous Professional Development, working with the support and expertise of SPTA, the academy will maintain a 'relentless focus' on improving learning, teaching and pupils' aspirations and attainment. Effective learning can be defined in terms of four pupil outcomes:

7.2 Motivated Pupils:

- Enjoy learning in class and while enthusiastically participating in work at home, or in other off-site venues
- Care about the presentation of their work, constantly seeking to do better
- Take an active interest in what they learn and in wider academy life, seeking to positively influence all areas.
- Are keen to improve their skills and competences, within their chosen subjects and more widely, their Personal, Learning and Thinking skills, their interpersonal, spiritual and entrepreneurial skills
- Are determined to perform at the highest level in examinations, assessments and wider competitions, such as debates or sport

7.3 Responsible Pupils:

- Take ownership of their learning
- Listen attentively to staff
- Concentrate on tasks set
- Become in time, independent learners
- Set high personal standards in all elements of academy life
- Help others around them: pupils and staff
- Become confident in their own abilities and personal worth
- Increasingly take the initiative and become creative thinkers and workers

7.4 Highly-skilled Pupils:

- Quickly adapt to different styles of teaching, learning and academy experiences, taking full advantage of these diverse environments
- Appreciate the challenges set and respond enthusiastically to meet them
- Are resourceful and creative learners
- Are resilient and persevere with challenging tasks
- Meet deadlines
- Effectively communicate when they need help

7.5 Pupils who are life-long learners:

- See the importance of learning to attain their longer-term goals
- Enjoy the challenge of learning throughout their lives
- Have high aspirations and constantly seek to improve in all areas

8.0 Effective Teaching

The academy will provide a rich and varied programme of teaching that enables all pupils to develop their skills and abilities as fully as possible. To support effective learning, academy staff will demonstrate the following skills, competences and professional duties:

8.1 Careful Preparation for every lesson

- Every lesson will be carefully considered and planned. Planning is one of the major tools in ensuring the success of every lesson
- Will set clear learning objectives
- Will build on pupils' prior attainment, knowledge and skills
- Will have appropriate subject-related vocabulary
- Will have personalised and differentiated activities
- Will use Assessment for Learning (AfL) as an integral element of their professional practice
- Will identify and use a range of resources
- Will set extension work, homework or project-work, working within the academy's defined framework
- Will be carefully structured and 'costed' in terms of time

8.2 Purposeful Lessons

- Lessons will follow a consistent format, based on SPTA or the academy's guidelines, reflecting too that different subjects may adopt innovative approaches. For example the three-part lesson format will form the basis for most lessons, but may be inappropriate for

specialist provision such as Drama or PE and other foundation subjects.

- Aims and objectives will be explained at the start of each lesson
- The academy's ethos of high expectations and aspirations will affect every lesson

8.3 Engaging Learning

- Will be varied, stimulating and challenging, recognising that pupils have different learning styles (Visual, Auditory, Kinesthetic)
- Will pose problems, which will require increasing thought and determination to solve
- Will involve collaborative working, as well as individual study
- Will make links to other lessons, subjects and whole-academy themes
- Will provide opportunities to think, explore, investigate and research
- Will be enjoyable

8.4 Robust Assessment

- Pupils' prior attainment, knowledge and skills development will be carefully considered, to ensure all lessons are challenging, well-paced and motivating
- Assessment for Learning (AfL) will be used in every lesson
- On a half-termly basis, processes in Assessing Pupils' Performance (APP) will be used
- Homework will be marked using the guidelines in the academy's Homework Policy
- Pupils will be supported and encouraged to critically assess their own work, and in time, peer assess other pupils' work
- ICT will be a key element in all assessment, and staff will be provided with the confidence, skills and resources to make full use of ICT

8.5 Excellent Relationships

- Staff will show an enthusiasm for their subject and learning
- Pupils will be warmly welcomed into each lesson
- Staff will show a care, concern and interest for every pupil
- Staff will be fully aware of the academy's policies around Equal Opportunities and Inclusion and will use these guidelines in every lesson

8.6 Orderly Environment

- Lessons will start on time and finish in a calm and orderly manner
- Staff will have high expectations for pupils' attitude, behaviour and quality of work
- The academy Code of Conduct will be clearly displayed in every room
- Resources will be carefully organised to maximise effective learning
- The academy's behaviour policy will be consistently applied, so pupils are clear and comfortable about the high expectations regarding behaviour

8.7 Personalised Learning

- Lessons will reflect pupils' interests and wider aspirations
- Pupils' prior knowledge, understanding, skills development and attainment will play an important part in planning each lesson

- Within any lesson, where appropriate, options will be provided, which gives pupils choice in their learning
- Support staff and SPTA's team of Advanced Skills Teachers (ASTs) will be used to provide additional support and challenge
- Those pupils who need either additional support or additional challenge will be provided with this, to ensure that at all times they are engaged in purposeful and enjoyable work

8.8 Extended Learning

- While formal time-tabled learning provides the majority of learning opportunities for pupils, there are other activities which provide equally formative opportunities: Collective worship and assemblies, work in College and Tutor groups, mentoring, activities at break and lunchtime
- The academy will provide a programme of activities which will take place predominantly after school, to extend pupils' social, cultural, sporting and educational experiences
- Before the start of each formal academy day, the academy buildings will be open to enable pupils to participate in a good value, nutritious breakfast (free for those pupils on Free School Meals) and be able to work in defined areas of the building, for example, the Learning Resource Centre, with the support of dedicated academy staff.
- Outside of normal academy days, the academy will also be open at defined times at weekends and, during holidays, to provide a wide range of sporting, cultural and educational activities.

9.0 Quality Assurance

The Serlby Park Academy has an approved policy on Quality Assurance systems, which provide greater detail. It is useful to highlight the key elements which will support and promote high quality teaching and learning. Quality Assurance systems will apply to six key areas of academy life:

- Quality of teaching and learning
- Assessment
- Learning outcomes: attainment and achievement
- Wider support for pupils
- Support services
- Continuous professional development of staff

Every member of staff has an obligation to improve their 'quality of service' in every element of academy life. The greatest emphasis is placed on those staff who work with pupils to support and extend their learning. Academy leaders at every level will work with teaching and support staff to constantly assess and where possible, improve professional practice leading to high-quality learning. Senior leaders will be assigned to departments to provide friendly and constructive challenge and support. Subject leaders will regularly assess the quality of teaching and learning within their departments and invite departmental colleague to either team teach with them, or observe their teaching. Finally, academy staff are conscious that pupils' aspirations, needs and expectations are constantly changing, so too, will the personalised 'offer' made to each pupil

10.0 SPTA Support

Quality Assurance is at the heart of the sponsor's School Improvement focus. The sponsor will use a range of approaches, detailed more fully in the academy's approved Quality Assurance systems policy to support the academy:

- **School Partnership Trust (SPT) Advisory Board.** This board is comprised of SPT directors and the chairpersons of each SPTA academy. This group reviews and, where necessary challenges each academy on their targets and overall progress
- **SPTA Core Team.** This group of highly experienced professionals provides expert challenge, support and guidance to SPTA academies in order to improve the quality of teaching and learning, and for example, ICT, financial and HR support
- **SPTA Advanced Skills Teachers (AST) Team.** This team will regularly support staff by providing advice, guidance and support, either to individual members of staff, or to whole departments, or more widely still to whole academies around for example, assessment or target-setting or changes in legislation.

11.0 Continuing Professional Development

Through a range of approaches, the sponsor, SPTA, with the support and advice of the Principal will help to ensure that SPA staff continuously improve their professional understanding, skills and competencies.

The academy will seek to assign resources on an annual basis which provides realistic opportunities to support all staff. The Academy Development Plan (ADP) will contain provision each year for staff development.

As a general rule, professional development will be closely linked to support the annual targets of the academy. Individual staff needs will be defined as part of professional development and Performance Management meetings, for which clearly defined times will be allocated.

The sponsor and the academy will seek to make most efficient use of its limited resources and will seek to use SPTA resources and resources from within the academy. The academy has outstanding practitioners who it uses to promote the skills-development of other colleagues.

12.0 ICT

12.1 ICT, in particular, the Academy's Learning Platform will have an important role to play in supporting staff, pupils and their families in the effective delivery of high-quality 'work at home' which significantly aids pupils' understanding and progress. The range of opportunities which are accessed by pupils outside the academy will employ a wide, engaging and enjoyable range of media.

12.2 Pupils will get instant feedback from the use of the academy's Learning Platform activities as well as commercial software such as Mathletics or SAM learning.

The academy's Learning Platform will allow them to 'hand-in' their homework electronically and facilitate staff feeding back formative and summative assessment.

- 12.3 The academy will take full advantage of the rich range of digital resources which are available through the sponsor's Learning Platform, with pupils and staff having full access to these, with appropriate safeguards and monitoring.
- 12.4 The academy will look creatively at using ICT to improve provision in a number of ways, which may, in part be dependent on pupils having increased access to digital devices and resources. These initiatives will be trialled with groups of pupils, for example, post sixteen pupils:
- Electronic allocation of projects and tasks. A teacher will send information and tasks to all members of the group, using 'push' technologies, so that every pupil receives this information and is clear about, for example, the nature of each task, key assessment criteria and, timescales. Pupils will access this information in their electronic 'folders' using academy devices or their own personal devices such as smartphones, laptops or PCs.
 - Learning resources, such as podcasts and web links will be readily available for each lesson on the academy's Virtual Learning Environment
 - Digital collaboration tools will enable pupils (and staff) within the academy, but also in other SPTA academies and other schools to work together safely and without hindrance on joint projects. This may be particularly helpful for those pupils who are away from the academy, due to illness or disability or are on work experience. Pupils receiving support in the academy's inclusion centre will also be able to take full advantage of this.

Further detail is included in the academy's ICT Vision.

13.0 Monitoring and Review

The SLT will work closely with other staff to ensure the implementation and full development of this policy and provision. These postholders will regularly monitor and review this policy and make an annual written report to the Education Advisory Board

14.0 Approval by Education Advisory Board and Review Date

- 14.1 Aware of its responsibilities in this important area, the Education Advisory Board approves the implementation of these systems and fully supports the Principal and his staff in this area.
- 14.2 These guidelines will be reviewed on an annual basis by the Director: Learning and Standards KS3-5 and the Director: Primary and a summary report will be produced, outlining any changes and progress made.

The Learning Environment

Visual stimulus is extremely valued by both pupils and teachers and is essential in the development of effective learning and teaching. Key words for the topic being studied should be displayed, if possible with pictures included for visual learners and placed high up as pupils often look up for inspiration. Displays on

classroom walls and corridors of pupils work and other visual stimuli are highly desirable. For younger learners role play and themed areas enhance the learning experience and vocabulary.

The school has invested highly in ICT to allow for the teaching of a more flexible curriculum of GCSE's and BTEC's. On the primary site ICT suites offer skills development whilst interactive whiteboards enhance classroom provision. The school has also reduced the length of key stage 3 to two years to encourage motivation amongst the pupils. Outside of normal school hours the school provides breakfast clubs, after school clubs and departmental revision classes.

Pupil Effort and Achievement is recognised and rewarded by:

All teachers aim to recognise and reward achievement on a regular basis.

- verbal or written praise by teachers, peers, Principal and parents;
- Principal's prizes.
- Year group awards.
- Displays of work;
- Letters or postcards home making parents aware of achievements.
- Opportunities to perform or share;
- Awarding of house points, written in pupil planners and stickers on work.
- Achievement Certificates, including subject based post cards.
- 'Star of Week', in addition to this, subjects aim to reward pupils for work in particular subject areas.

7. The Role of the Data Manager.

- To make available SATs and teacher assessment data from SIMS, for the recording of Foundation Stage, National Curriculum and GCSE attainment and targets.
- To make use of Personal Learning and Thinking Skills (PLTS).
- Use data to identify and track underachieving and G&T pupils.
- Using each pupil's prior attainment to set aspirational targets.
- Collecting data regularly to track pupils' progress towards targets.
- To use tracking data to identify target groups of underachievers / gifted and talented to direct learning and teaching.
- To produce regular reports for staff, pupils and parents to inform on progress.

The Role of TRL2's

- ❖ To monitor the attainment of pupils in their subject or responsibility areas on a half term basis and more for year 11.
- ❖ To identify and put in place strategies to combat underachievement.

- ❖ To identify and put in place strategies to ensure that gifted and talented pupils reach their potential, including the provision of enrichment work and activities.
- ❖ To ensure that schemes of work are regularly updated and that a range of learning and teaching methods are used.
- ❖ To keep up to date with new learning and teaching strategies and share with colleagues within the relevant team at departmental meetings.
- ❖ To ensure that opportunities are provided for AFL at least once a half term in the secondary phase and as an ongoing element of learning in the primary phase.
- ❖ Ensure that enterprise PLTS are incorporated into new schemes of work.
- ❖ Ensure that the department is represented at the teaching and learning group meetings in the secondary phase and at the leadership and management meetings in the primary phase.
- ❖ To share good practice including AFL strategies with other departments and phases through the teaching and learning and staff meetings.
- ❖ To ensure that pupils undertake an assessed piece of literacy work every half term

The Role of the Education Advisory Board

Our EAB Members determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupils attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual head teacher's report to EAB members as well as a review of the in-service training sessions attended by our staff.

The Role of Parents.

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what our expectations of the children are by:

- Holding parents evenings and sending yearly reports that discuss pupil progress and areas for improvement in the future.
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is fully equipped for school with the correct uniform, PE kit and stationery items;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- Promote a positive attitude towards school and learning in general.

Policy Approved: _____
Chair of Education Advisory Board

Date: _____

Review Date: _____

End of policy statement