

Aylesford School

and Sixth Form College



wonder aspiration respect discipline

TEACHING AND LEARNING

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Lead: Director of Studies (Teaching and Learning)
Via: Standards, Personnel and Curriculum

'from potential to reality'

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TEACHING AND LEARNING POLICY

Rationale

The Staff and Governors at Aylesford School and Sixth Form College believe that all students whatever their ability, should receive high quality teaching and learning throughout the curriculum, so they can achieve their maximum potential.

Learning is at the heart of our School. Its purpose is made explicit within the School Development Plan at all levels, and it underpins all identified school priorities.

Teachers from all Departments should refer to this policy when developing their own subject-specific teaching and learning programmes.

The policy should be treated as a working document and, as such, reflects our commitment to continually develop and improve teaching and learning provision.

Learning at Aylesford goes beyond just meeting the requirements of the National Curriculum. We also aim to promote extra-curricular and lifelong learning, including work-related opportunities.

We strive to create an environment that is learner-centred and that uses student's previous knowledge and attainment as the starting point for new learning. To assist in this, use is made of formal and informal student assessment throughout all key stages (reference Assessment Policy).

Understanding is the key to successful learning, and lessons should be planned to promote this, not just recall. Students are encouraged to learn skills that can be transferred and applied across subjects.

The Learning Context

Learning is a lifelong process. We endeavour to instil a passion for learning in students that will stay with them throughout their lives. We work closely with primary schools and other professionals to ensure continuity of learning and continuing progress through the students' time at the school. Essential to all our teaching and learning strategies is the acceptance that they are necessarily a partnership between parents, learners and teachers.

The school learning environments – classrooms, social areas, public spaces – are used to give positive models of learning, to recognise achievement in learning and to inform the community about learning opportunities. It is the responsibility of teachers to ensure that displays in their areas are current and relevant.

Personal Challenge and Support

Teachers are expected to plan and organise their Schemes of Work so as to deliver relevant, clear and challenging lessons that meet the needs of all students in their classes. All students need individual support and guidance. For some, this will be achieved through intervention or differentiated work. More Able students, disadvantaged students and students with Special Educational Needs, will require specific sorts of support. In these cases, teachers should seek guidance from specialist staff to plan teaching and learning opportunities that meet students' needs. Training opportunities will be provided during new staff induction, through the normal directed meeting cycle and the staff INSED programme. Teachers should use Individual Education Plans (IEPs) or other targets to inform their teaching. If a Teaching Assistant or other staff member is assigned to support individuals or groups within a class, the teacher should work in partnership with them to ensure that work is appropriately challenging, enabling all students to make progress.

Policy Objectives

Teaching should:-

- build on previous learning
- draw on a variety of teaching and learning styles
- take account of students' different learning styles
- be differentiated (see Appendix A)
- involve students in assessing their own progress and learning
- encourage collaborative learning whenever possible
- incorporate thinking skills
- be active and interactive
- be matched to students' skills and competencies
- promote independent learning
- promote a sense of achievement and self-belief

Teachers should, therefore:-

- demonstrate enthusiasm to engage, motivate and foster curiosity
- demonstrate appropriate subject knowledge
- demonstrate appropriately high expectations of all learners
- work collaboratively with Learning Assistants
- provide students with clear and achievable goals
- enable students to relate previous learning to new learning
- provide students with appropriately differentiated work
- provide opportunities where students can interact and co-operate with each other
- provide alternative ways for students to learn the same material
- develop the core skills in literacy and numeracy as appropriate
- make concepts explicit through the use of questioning, explanation, demonstration and modelling
- promote the acquisition of new knowledge and the development of new skills
- praise and reward students to encourage learning
- set homework regularly on Show My Homework in line with the homework timetable
- provide students with frequent, detailed and accurate feedback and use the information/data to develop the learning process and inform planning

- monitor the progress of identified groups
- ensure students are aware of what they need to do to make progress towards their targets.

Lesson Structure

Aylesford School believe that effective pedagogy, delivered in structured lessons with clear learning outcomes, is central to successful learning. Throughout the school, teaching staff are encouraged to use a range of teaching styles, appropriate to the subject matter being taught. Teachers are supported in developing and improving their teaching skills through a programme of targeted professional development.

Teachers are expected to:-

- Re-cap on previous learning – help students to remember what they have learnt in previous lessons
- Provide a 'sharp start' to the lesson so students are engaged from the beginning
- Share the learning objectives – display and explain what students are expected to achieve by the end of the lesson
- Provide challenging tasks matched to student learning needs
- Use a variety of teaching approaches and learning activities, including both teacher and student centred, to support learning and cater for different learning styles
- Systematically check students understanding
- Revisit the lesson objectives and review learning in the plenary
- Use periods of reflection to review what has been learnt
- Link the work being covered to future lessons

Grouping of Students

Where appropriate, students should be grouped:-

- as a means of providing for specific needs
- to provide the possibility of delivering an alternative curriculum to identified students
- to provide for students who are identified as More Able and Disadvantaged, as well as those who have been identified as having SEN
- students should be arranged in seating plans according to the teacher's instructions

Monitoring, Evaluation and Review

Monitoring and evaluation of the implementation of this policy forms a regular part of Aylesford School's self-review process. This happens through lesson observations by Line Managers (see Appendix B and C), or student focus group meetings, as part of SLT/ Department worktrawls, learning walks and via student questionnaires (Kirkland Rowland Survey). As a result of this process, school practices may be reviewed and revised and support for staff provided if appropriate.

Policy Links

Assessment

SEN

More Able

Appraisal

PERSONALISED LEARNING THROUGH DIFFERENTIATION

Successful teaching relies upon the effective use of planned differentiation within lessons.

Principles

- **Recognise** the range and variety of individual needs in a class/group
- **Plan** to meet those needs
- **Provide** appropriate differentiated lessons/activities
- **Evaluate** how effective the activities are and use this evaluation to plan future work.

Achieving differentiation through teaching

There are several ways to differentiate lessons/activities to meet all students' needs.

1. **Differentiation through outcome/common assessment:**
 - same tasks for all students
 - varying responses
 - task set to allow assessment at different levels.
2. **Differentiation by variety of tasks:**
 - a menu of different tasks on a topic
 - could be varying degrees of difficulty linked to programmes of study
 - students could be assigned any number of combination of tasks on the menu depending on ability.
3. **Differentiation by structured tasks:**
 - tasks set in sequence graduated by difficulty
 - students work through the activities to reach a level appropriate to their ability.
4. **Differentiation through resources:**
 - students use different resources on the same topic or tasks
 - resources may vary in number, variety, style, language or complexity
 - resources might be categorised as basic materials, reinforcement materials, alternative routes or extension materials
5. **Differentiation through classroom organisation:**
 - individual, paired, group or class styles
 - banding, setting, or streaming of groups
 - organising groups, within a class according to particular criteria depending on the lesson objectives, e.g. by ability, friendship, social groups etc
6. **Differentiation through curriculum choices:**
 - assembling a curriculum pathway to meet student needs
 - creative use of options

**Observation of Learning and Teaching:
Teacher self-reflection activity**

Teacher		Observer	
Date/Lesson		Group	
Focus/area for development from Performance Management / previous observation			
Areas of success	<ul style="list-style-type: none"> • • • • 		
Areas for development	<ul style="list-style-type: none"> • • • • 		
Specific targets and activities to address areas for development			
CPD Training needs			

Copies (plus observer feedback) to be passed to: TMN & SLT link



**Learning and Teaching:
Observation feedback form**

Teacher observed:	Observed by:	Date and Period:				
Teaching Group:	Number of students: B: G: DA: SEN: MA:	Support Staff:				
Focus:						
Context:						
Good practice observed						
Use of additional adults						
Progress seen in the lesson and over time. Including progress of DA students (Evidence in observation, books and data)						
What are the students' views of learning?						
Suggested areas for improvement (refer to Teacher Standards):				Key actions to support moving the learning and teaching to the next level.		
Observers guide to school expectations	1. meet and greet	2. seating plan and progress data	3. learning objective	4. sharp start	5. displays	6. behaviour for learning
	7. differentiation	8. challenge	9. questioning	10. regular checks of progress	11. Setting and marking of homework	12. Students act on feedback
	13. students are aware of targets and next steps	14. Use of grades and levels	15. SMSC			
Outcome Students make progress and learning is taking place <input type="checkbox"/> Where lessons are not effective key actions must be noted and shared						
Signed (teacher):		Date:		Signed (observer):		Date:

Evidence Gathering and Notes

Time	Commentary Notes
Summary of the lesson	