



Limehurst Academy Policy Document

Teaching & Learning

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Headteacher's signature:

Chair of Governors' signature:

Teaching and Learning Policy

Teaching and Learning Policy Aims

Limehurst Academy is committed to providing the highest level of teaching and learning. Over 90% of lessons at Limehurst are Good or Outstanding. Ofsted identified that "Overall, pupils now make the progress that is expected of them and many far exceed it" (Ofsted 2017). The aim of the Teaching and Learning Policy is to support the continued improvement of teaching and learning at Limehurst Academy in order to ensure that students make sustained progress, learn exceptionally well and have the highest levels of achievement.

Teaching and learning within the school is underpinned by a quality assurance process. This includes a coordinated approach to performance management, the continued professional development of classroom teaching and support staff, focussed learning walks, work scrutinies, student voice and data tracking.

Key Focus Areas

Learning and Progress

Our aim is for outstanding teaching and learning at the school.

Teaching should:

- ensure the highest levels of learning and progress for all students
- promote high levels of interest, enjoyment and engagement to ensure good learning and progress
- support all students, and groups of students, to learn exceptionally well

The quality of teaching and learning is monitored regularly through quality assurance meetings with SLT and Middle Leaders and at Department meetings with subject teachers. Within this process the evaluation of learning and progress is carried out through the scrutiny of all pupils' progress data by subject, cohort, pupil group and teaching group, following assessments. This looks for progress over time and allows for timely interventions to be implemented addressing any underachievement such as mentoring, one to one provision and specialised SEN focus groups. In addition, scrutiny of students' work ensures that there is consistency within departments and across the school in marking and target setting. Marking enables students to act on feedback to improve subsequent work.

The Quality of Teaching

Teachers should ensure that lessons:

- are planned in line with departmental schemes of work within an effective curriculum.
- at KS3 incorporate the skills, knowledge and understanding required in the KS3 Curriculum and assessment system. In addition, introduce a grounding in the skills required at KS4 within the examination syllabi.
- at KS4 lessons should teach the knowledge and skills required for success in the relevant examinations.
- are based on excellent subject knowledge.

Teachers should also:

- ensure that all students have challenging learning objectives.
- have consistently high expectations for all students.

- ensure that all students know their Minimum Outcome Grade (MOG) and Predicted Outcome Grade (POG) and know what they need to do to improve.
- employ a variety of challenging and well-judged tasks which meet individual needs including for the Most Able, SEND, EAL, and other key groups of students.
- use differentiated tasks to facilitate the sustained progress of all students.
- ensure that support and interventions are focussed and timely and have a notable impact on the quality of learning.
- utilise support from classroom support staff effectively.
- make every opportunity to develop the crucial skills of reading, writing, communication and maths
- have timely, well-judged plenaries which enable teachers and students to check understanding and show progress.
- have student led activities to give every opportunity for students to develop engagement, interest, resilience, confidence and independence.
- use creative questioning to enable students to extend their thinking and learning opportunities.
- develop strategies which will compensate for differences in pupils 'opportunities to access resources in, and from, their homes, for example by providing opportunities for pupils to use library, computer and Internet resources in school.
- provide opportunities for students to consider, reflect on and develop understanding of social, moral, spiritual and cultural issues.
- integrate opportunities to develop personal, learning and thinking skills wherever possible.

The CPD cycle fully supports the promotion and improvement of the quality of teaching and learning. Lessons are monitored and through SLT and line manager learning walks. Classroom staff (teaching and support) also have the opportunity to take part in Ward Rounds to share and develop excellent classroom practice in a supportive environment.

The performance management process underpins the setting of professional objectives. The Annual Training Plan provides targeted CPD sessions based on the CPD needs identified for teaching staff from development points from learning walks and the objectives identified within performance management meetings.

Assessment and Feedback

Teachers are responsible for ensuring the following (in conjunction with the requirements of Limehurst's Assessment and Marking Policy):

- planning is based on systematic and accurate assessment of prior learning using individualised student data tracking sheets and SEND/EAL information.
- understanding should be checked systematically and effectively throughout the lesson, anticipating the need for intervention.
- appropriate homework should be set which contributes very well to students learning.
- marking and feedback from teachers and other students should enable students to improve subsequent work in line with department marking policies.
- assessments at KS3 should give grades in line with the KS3 assessment system based on current attainment and also give a clear target so that students understand how to improve their work.
- assessment at KS4 should give a GCSE grade and give a clear target so that students understand how to improve their work.
- regular reporting to parents about students' attainment and progress.

Behaviour of Learners

Excellent behaviour for learning is a key strength at Limehurst. Good behaviour is frequently commented on by visitors to the school. Our aim is to continue to build on this strength through the high commitment of

teachers and all adults within school to the care of our students and the promotion of excellent relationships with our students. This commitment reflects our school motto, "Achievement in a Caring Environment".

Excellent behaviour for learning is promoted in lessons through:

- thorough planning and strong subject knowledge.
- the fostering of very positive student engagement to gain high levels of enthusiasm for, participation in and commitment to learning.
- promoting an atmosphere of respect and dignity.
- a consistent expectation that students will show very high levels of courtesy, collaboration and co-operation.
- lessons proceeding without interruption.
- consistent use of the well-established school reward and behaviour policy. The use of the policy ensures that staff, students and parents have a clear understanding of behaviour expectations
- ensuring a safe and positive learning environment.
- offering equality of opportunity to all students.
- a focus on being "a cohesive and inclusive community that is characterised by pupils who are respectful of each other." (Ofsted 2017).

Excellent behaviour for learning is promoted outside of lessons through:

- the use of timely interventions to improve behaviour for learning for key cohorts of students where behaviour could limit progress.
- ensuring that students' behaviour around the school is outstanding and "a harmonious environment exists." (Ofsted 2017) to enable excellent learning to take place when students arrive in the classroom.

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