



**Ormiston
Shelfield**
Community Academy

Teaching & Learning Policy

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1. Aims

The aims of the Teaching and Learning Policy are to ensure -:

- A consistent approach to good quality Teaching and Learning in order to ensure there is challenge and progress in every lesson.
- That all staff are involved in providing opportunities for all students to experience a varied, challenging education in an aspirational environment.
- That all staff are aware that the overall aim is for outstanding quality of Teaching and Learning to be the main focus of the academy.

2. Objectives

- To identify consistent expectations in relation to the shape of lessons and the lesson plan structure;
- To identify consistent expectations in relation to the procedures followed by students at the beginning and ends of lessons;
- To provide guidance for staff in relation to the provision of a range of activities within lessons to ensure pace, challenge and a range of learning styles are achieved;
- To identify a whole academy framework for monitoring and evaluating the quality of Teaching and Learning within individual curriculum areas and across the whole academy;
- To provide guidance specifically in relation to behaviour management within the classroom;
- To identify support and support staff development opportunities available in relation to whole school priorities and individual professional objectives.

3. Priorities

- Ensure that through the implementations of the Blueprint to teaching, teachers ensure all students make good progress.



The Blueprint for Teaching and Learning

Planning Delivery of Learning

The Sheffield Blueprint is a set of guidelines and common language which has been developed in collaboration with staff and students. It is used for:

- Planning and teaching as a framework of good practice
- Consistency for students when moving from subject to subject
- Giving staff and students a clear the structure of lessons at Sheffield.

The Blueprint is not a set of boundaries and restrictions or a tick list for staff/observers to use when teaching/QA lessons and should not make teachers feel restricted when delivering lessons. Staff will identify specific opportunities in their lessons to use the Blueprint to enhance the learning experience the students have.

- **Sharing of learning Objectives and success criteria** – Must be shared every lesson. Objective - What are we learning, the intention. Success criteria - How are we going to achieve it, the implementation
- **Giving Learning a Purpose** – Why we are learning it – the purpose or impact, make it relevant to the students.
- **Active Start** – Stand, Register, Sit, learn, Have the first Task ready for the students.
- **Interleaving** - Retrieval practice, regularly revisit recently acquired knowledge. Learning requires repetition, a particular concept or skill must be practiced multiple times before it is fully mastered.
- **Modelling and co-construction** - How can we expect students to understand/produce what we expect unless we show them how? Co-construction is crucial in order to avoid a dependency culture
- **Feedback** – Involve the students as much as possible, make sure it is Kind, Specific and Helpful. Leave time for the follow up.
- **Remember, Recall, Review, Revise** – to retain knowledge we must practise using it in a variety of different contexts: quizzes, homework, questions, starts and ends of lessons.



4. Creating a Learning Environment

4.1 Students learn best where the classroom environment portrays a learning environment and is conducive to learning. A classroom should be an educational and motivating learning environment where students' work may be displayed and academic language is visible:

- Teachers must ensure that they plan their lesson using the Teacher Planner and that their Teacher Planner is out and open at all times;
- All Teacher Planners must contain Pen Profiles, current data and seating plans;
- Teachers have a responsibility to keep classrooms tidy and ready for classes, this includes:
 - checking desks for graffiti,
 - ensuring litter/paper is picked up at end of lesson in bin,
 - computers are working, and if not it is reported,
 - chairs under tables,
 - equipment put away,
 - any damage reported to CL.
- Seating plans should be used to support the strategic placement of students;
- High expectations should be established in the way students present themselves within the classroom.

5. Expectations of Exercise Books/Work Evidence

5.1 The role and purpose of exercise books/folders is:

- To be a central place where subject learning is recorded for students to learn from and for assessments;
- To allow the teacher to assess and monitor progress;

5.2 The expectation of how work will be set out:

- All work must contain a title and a date;
- It should be labelled as either h/w or c/w;
- Work in books should demonstrate that there has been challenging work set with high quality outcomes;
- Where folders are used work should be clearly organised (e.g. by topic, chronologically);
- All worksheets should be secured into exercise books;
- Assessment Trackers must be stuck on the front of exercise books;
- All work must be completed and teacher feedback acted upon (please refer to QA documents).



6. Behaviour for Learning

- 6.1 Behaviour management within the classroom is the responsibility of the teacher supported by support staff if present. Behaviour is directed by our three key concepts:

**Ready
Respect
Responsibility**

'Behaviour for Learning' is:

- positive – the teacher has high expectations that behaviour will reflect a positive attitude to learning and the teacher models a positive attitude to teaching;
- centred on effective relationships between students, and student and teacher;
- values and rewards behaviour which enhances students learning and places sanctions on behaviour that distracts a student's learning and the learning of others;

7. Rewards and Sanctions

- 7.1 Teachers have a variety of rewards at their disposal and should reward students who demonstrate our academy values.

8. Responsibility of the Class Teacher

8.1 Lesson planning and establishing high expectations

Teacher must follow the expected academy learning routines of:

- Having lessons planned with the Blueprint elements
- Being on time to the lesson;
- Meeting and greeting students at the door;
- Being at their door at every transition bell;
- Following Stand, Register, Sit, Learn routine;
- Flagging up absences promptly on SIMS;
- Having a seating plan
- Having Pen Profiles for SEND students and adapting teaching accordingly;
- Knowing students' history and needs;
- Ensuring students are aware of their targets and progress – students disengaged with their learning and progress or who think you are not interested in their learning and progress are more likely to be disruptive;
- Expecting and reinforcing good behaviour; not tolerating disruption;
- All lesson time is learning time;
- Having a consistent and fair rewards and sanctions procedure;
- Having conversations with students that model academic oracy and reflecting RRR;
- Following up issues with Tutors, Progress coordinators and parents – logging positives and negatives on SIMS.
- Reinforce that poor behaviour affects their **learning** and the **learning** of others;



8.2 Teacher Development Pathways

All teachers should be committed to improving and developing their learning and teaching skills. To achieve this:

- Priorities will be identified in the academy and department SEFs and Improvement Plans;
- Appraisal objectives will refer explicitly to Teaching and Learning, linking to academy and departmental priorities;
- Support and development will be provided through professional development opportunities;
- Regular agenda items at department meetings will focus on pedagogy; feedback on drop-ins and other QA processes will be formative;

8.3 In addition to the above any member of staff who is identified as requiring improvement in their teaching through Academy QA procedure will also be given focused support to enable them to develop their teaching. This support will be more intensive and will involve a commitment from the member of staff to improve. Ormiston Shelfield Community Academy is committed to an “open door” approach where staff see the positive benefits of being observed in order to support them in improving the quality of their teaching.

9. Roles and Responsibilities

9.1 The Principal is responsible for:

- Monitoring Standards across the academy

9.2 Vice Principal for Teaching and Learning is responsible for:

- Working with all Curriculum Leaders to support whole academy developments in relation to Teaching and Learning;
- Monitoring the overall quality of Teaching and Learning and identifying strengths and areas for development;
- Providing relevant information on whole academy Teaching and Learning and Teaching for Governors;
- Ensuring that all new staff who join the academy are supported through the Shelfield Induction Programme;
- Managing any focused observations/ training for staff who consistently deliver unsatisfactory Teaching and Learning;

9.3 The Senior Leadership Team are responsible in relation to their areas of responsibility for:

- Working with identified Curriculum Leaders to develop Teaching and Learning;
- Providing funding to allow curriculum areas to have sufficient resources to deliver the curriculum effectively.



9.4 Curriculum Leaders are responsible for:

- The quality of Teaching and Learning within their curriculum areas;
- Ensuring that Schemes of Work are developed and have identified learning objectives, outcomes and learning activities that ensure challenge and progress;
- Ensuring that lesson plans are completed for lessons in line with academy expectations and that there are clear learning objectives and learning outcomes;
- Working with the department to provide an effective learning environment in relation to the rooms used by the staff;
- Supporting staff in relation to behaviour management in their lessons;
- Monitoring consistency of how students arrive at and leave lessons;
- Working with the department to ensure sufficient resources are available to deliver the curriculum effectively;
- Monitoring that homework is set in accordance with the Homework Policy.

9.5 Teaching staff are responsible for:

- Devising lesson plans in line with academy policy;
- Ensure that progress and challenge are at the heart of all lessons;
- Providing stimulating, challenging lessons in line with academy policy;
- Working with the Curriculum Leader to develop their own teaching;
- Providing peer support, when required, to support the development of other teachers;
- Managing behaviour effectively within their lessons and alerting the Curriculum Leader, in line with school policy to any concerns;
- Providing a differentiated curriculum which allows for the needs of all students;
- Initiating and committing to their own professional development through engaging actively with all professional development opportunities provided.

9.6 The SENCO is responsible for:

- Providing relevant information for teachers in relation to students on the SEN Register;
- Providing resources for SEN students and teachers of SEN students;
- Tracking and monitoring the progress of SEN students through SEND QA procedures;
- Providing specific intervention for SEN students;
- Supporting departments and teachers with SEND student intervention;
- Direct the SEND team to support students appropriately.

10. Monitoring and Evaluation of the Quality of Teaching and Learning

The quality of Teaching and Learning will be monitored through a whole academy approach using a range of procedures to ensure the process is developmental as well as informative.



10.1 Support Programme will include:

- Coaching
- Extended feedback with development points and action points
- Access to personalised CPD
- External support, including school visits
- Staff Development Pathways

11. Links with other Policies

- Assessment, Recording and Reporting Policy
- Behaviour Policy
- Homework Policy
- SEND Policy
- Ormiston Shelfield Community Academy Quality Review