

# Samuel Ward Academy - Learning and Teaching Policy

Putting teaching and learning at the heart of what we do.

*Policy Objective*

To move teaching and learning to “Outstanding”, ensuring that all students reach or exceed National Expectations and make progress against their target grades (based on FFT D and the 2 levels of progress measure) fulfilling their early promise and latent potential.

The policy provides a framework for planning learning and teaching in all curriculum areas. All learners are entitled to experience these minimum expectations at Samuel Ward.

Our aim is to develop articulate, independent and collaborative learners, with high meta-cognitive control gained through engaging teaching and a climate conducive for learning. .



**Planning**

Planning of lessons and Schemes of Work will provide structured opportunities for students to achieve and to develop an understanding of how to learn. Teaching and learning will be supported by a climate that empowers and motivates students, encouraging them to engage in further learning for the rest of their lives.

- Lessons will contain opportunities for students to develop all the elements of Learning
- Lessons will be enhanced by the four characteristics of excellent teaching. Learning will be tailored to individual needs, enabling students to learn at different paces and in different ways
- Learning will be supported by the high quality use of IT and Virtual Learning

## Learning

Teaching will enable students to learn better and to become better learners, developing their skills, attitudes and language to learn well whatever their starting points. All lessons will offer students opportunities and encouragement to demonstrate these key characteristics of learning:

### PROGRESS

Work to criteria at their target grade / level and above  
Acquire new knowledge and skills, develop deeper understanding  
Complete challenging tasks

### THINKING CREATIVITY

Generate questions  
Explore and research  
Use higher order thinking skills  
Analyse and form their own ideas

### ENGAGEMENT

Concentrate well  
Resist distractions  
Enjoy their learning  
Show enthusiasm

### REFLECTION

Reflect on experience  
Show deep feeling,  
Explore emotions  
Develop a positive self image

### RESILIENCE

Lock onto learning  
Accept challenges  
Overcome barriers  
Stick at a task  
Persist with difficult tasks

### LEADERSHIP

Show initiative  
Take responsibility  
Challenge themselves and others  
Plan strategically/  
Work as part of a team

## A Climate for Learning

A learning environment will be provided which is safe, purposeful and inclusive, where students behave well grow to believe in themselves, care for others and respect their environment.

### **Increasing students' understanding of how to improve (AfL)**

Clear, challenging objectives are used to guide the learning

Students are helped to understand in detail how to improve their work.

Student progress is assessed using a range of effective strategies, including self and peer assessment

### **Communication, Language & Literacy**

Talk in the classroom is focused on learning to learn  
Teachers build up students' language and technical vocabulary

Discussion and dialogue in lessons are focused on stimulating deep insight into learning

### **Creating responsiveness**

Teachers systematically check students' response throughout lessons, anticipating where they may need to intervene

A safe, disciplined environment is created where students apply themselves enthusiastically

Behaviour is managed through effective planning for inclusion and challenge

Learning is encouraged through authentic praise to motivate students

Teachers encourage a "can do" frame of mind

## Teaching

We aim to make our teaching outstanding with no inadequate or satisfactory teaching.

### **Subject and specialist expertise**

Teachers keep up to date with innovation in their specialist area and apply their expertise to challenge and motivate students

Teachers develop literacy, numeracy and ICT across their specialist area

Attention to students' health and safety is paramount

### **Effective teaching approaches**

Questioning, modelling and explaining are used skilfully to promote learning for all

Resources, including innovative use of technology, make a marked contribution to the quality of learning,

Approaches are varied and chosen ingeniously to make students think deeply

### **Meeting individual Needs**

Planning takes account of individual differences;

Tasks are differentiated and sensitively matched to students' learning needs and styles.

Tasks challenge pupils to meet demanding targets

Interaction with students enables each one to receive personal coaching and mentoring

Support by other adults is targeted precisely

Teachers seek and act upon student feedback to inform their planning