

TEACHING & LEARNING POLICY

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POLICY LEAD	Caroline Gray	
POLICY AUTHOR (if different from above)		

POLICY CONTEXT

- The purpose of this policy affirms our commitment that self-directed learning and outstanding student progress is the driving force of every Focus school and the central purpose of teaching and planned learning activities in our campuses..
- The aims of this policy at Focus School Linton Park Campus is to:
 1. enable high quality self-directed learning supported by the highest quality teaching in order that all students in Focus schools achieve the highest standards possible.
 2. ensure a fully inclusive approach to teaching and learning which ensures equality of educational opportunity and access for all Focus students.

POLICY REQUIREMENT

- High quality teaching and learning takes place across all campuses which is monitored and evaluated by the Head Teacher and CA Teams.
- Teaching and Learning is structured on the Assignment – Lesson – Study principles of Self-directed Learning.

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1 INTRODUCTION

1.1 Rationale

1.1.1 High quality teaching and learning underpins student outstanding student progress and is the core business of One School. Self-directed learning lies at the heart of this policy as this is the identified vehicle to support student progress and enable the fulfilment of the Learning to Learn vision.

1.1.2 Self-Directed Learning (SDL) is our learning culture at OneSchool.

1.1.3 Self-Directed Learners are:

- Empowered to take responsibility for their behaviour, learning decisions and outcomes
- On a diverse individual learning journey that celebrates and encourages growth in the One School Award motivational skills:
 - Self-Management
 - Fulfilling potential
 - Academic Achievement
 - Leadership
 - Involvement in School Activities
- Inspired to continue their learning

1.1.4 Teachers are:

- Making learning visible. They know their learners and “Know thy impact” (John Hattie)
- Self-directed learners. They are professionally responsible, agile and adaptable.
- Empowering. They are “magic weavers” who inspire, coach and guide through a wide range of learning activities
- Expert collaborators, making high quality learning resources available to maximise learner progress
- Inclusive of colleagues and all learners

1.2 Scope

1.2.1 This policy applies to all Headteachers, teachers, teaching assistants and any additional support staff who work with students in the school. It is the expectation that the Headteacher will demonstrate best practice in exemplifying what is articulated in this Policy.

1.2.2 The School Self Evaluation necessitates a commitment to rigour and quality in the provision and evidencing of good to outstanding teaching and learning, in line with the procedures and practice outlined in this Policy

1.3 Principles

1.3.1 The Campus/Trust positively supports individuals with learning development needs and ensures that no student is prevented from accessing a broad and balanced curriculum which enables academic and intellectual development to flourish alongside social, moral, spiritual and cultural learning (including the promotion of British values) Staff will work collaboratively with colleagues from learning development services and other

organisations, in order to ensure that students have a positive and progressive educational experience

- 1.3.2** Teaching and Learning must ensure the fulfilment of our OneSchool aims as set out in the Learning to Learn Statement.
- 1.3.3** Learning to Learn means to use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfil their true potential.

2 POLICY

Learning to Learn

2.1 The Learning to Learn statement focuses on four specific skills,

- 2.1.1** think critically
- 2.1.2** process information perceptually
- 2.1.3** analyse data accurately and
- 2.1.4** evaluate situations intelligently

2.2 OneSchool has adopted a methodology of imparting and organising curriculum content which is student-centred in its design. Teaching involves a response to the needs of students and activity involves individual and group work with differing amounts of teacher intervention from none at all to guidance or formal teaching. The role of the teacher is that of advisor, observer, co-learner, senior partner and facilitator of learning. The role of every member of staff in One School is to support and promote a culture of achievement and self-directed learning.

2.3 In order to fulfil this policy the following expectations are made of teachers in our schools.

- 2.3.1** Teachers have high expectations of all learners.
- 2.3.2** All students are appropriately challenged through high expectations and well planned, effectively differentiated assignments that take account of the abilities of all learners. Assignments ensure students acquire new knowledge, understanding and skills and are given opportunities to reflect upon the progress they make.
- 2.3.3** All teachers are responsible for providing a learning environment which is inclusive for all students, including the gifted and talented and those with specific communication needs, addressing the Dyslexia Aware Quality Mark and Self-Directed Learning (SDL) skills through the graduated approach.
- 2.3.4** Teachers continuously assess, evaluate and track to identify students that are not achieving their full potential or are in need of additional support to access, participate and excel in the curriculum. All students know their targets and how to improve their learning.
- 2.3.5** Teaching assistants are consulted well in advance and are provided with information which identifies the differentiated learning objectives for the students they are supporting.
- 2.3.6** Clear, appropriate differentiated learning objectives shared with students. All students know what is expected of them so they can self-direct their own learning. Teachers ensure students are able to plan their own learning and offer support and intervention with this as required. Teachers support students in managing home study requirements and are clear about deadlines and expectations for all learning.
- 2.3.7** All students build on prior learning and reference is made to future learning, enabling students to make connections.

- 2.3.8** Teachers model and scaffold the learning, using effective questioning techniques which enable students to access higher order thinking skills.
- 2.3.9** Teachers set and mark assignments and homework and provide feedback in a way that helps learners to progress.
- 2.3.10** High quality professional relationships exist between students and teachers. Unsatisfactory behaviour is managed effectively in line with the school behaviour policies. Rewards and praise are used appropriately in line with school policy.
- 2.3.11** Teachers are aware of Health and Safety when managing their classroom to ensure that all students work in a safe and secure environment.
- 2.3.12** Teachers use resources, teaching methods and language that promotes equality of opportunity.
- 2.3.13** Teachers create and provide a stimulating and attractive learning environment to engage the interests of their students and as an interactive learning resource, supportive of SMSC.

3 PROCEDURE

Curriculum is accessed through the interlinking elements of The Assignment, The Lesson and The Study.

3.1 The Assignment

3.1.1 The 'assignment' is developed by teachers that consolidates all the teaching material for a unit of work into the one place.

3.1.2 For a student, an assignment is:

- common to all students in a particular year studying a particular subject
- a collection of relevant material needed for the delivery of a unit of work
- student-focused – work is organised so that students can access it from anywhere
- transparent – it contains an overview providing a broad perspective of the subject and the syllabus outcomes
- specific – it contains a detailed scoping of tasks with regular deadlines and submission processes
- based on individual contracts so there is room to extend and to remediate
- consistent – tasks are mapped to syllabus outcomes and a Head of Department can be confident of what is being taught in every classroom on any given week
- self-directed – the onus is on the student to complete work

3.1.3 For a teacher, assignments are:

- collaborative documents that teachers can design together
- an opportunity for teachers to share their expertise with their colleagues and for valuable professional learning
- an opportunity to review units of work and teaching methodology annually
- an opportunity for teachers to 'share the load' of writing units of work
- allocated by the Head of Department to the teachers with the necessary expertise

- shared documents that allow for the gathering and sharing of resources amongst teachers, classes and campuses
- opportunities for teachers to 'flip' lessons – relying on the assignment for the delivery of content and freeing up lessons for analysis and skills development
- flexible in terms of construction and delivery, depending on the subject or year group
- best shared electronically, using Canvas
- opportunities to break down campus (and school) fragmentation and particularly the geographical separation of teachers of the same discipline
- opportunities for centralised planning to facilitate more efficient approval of resources by the subject and resource teams

3.1.4 Assignments contain:

- an overview of the unit and syllabus requirements
- a full set of tasks that students must complete over the course of the unit
- a mapped process through the unit so that all students are properly prepared for each task as it comes due
- an outline of deadlines and expectations of students
- differentiated tasks so that students can access the unit according to their own learning needs
- sufficient information and guidance that students can proceed through some of the course on their own, building self-direction
- resources to equip students with skills to engage with the unit and gain wider knowledge, skills, and understanding with some degree of independence
- formative assessment opportunities to build to clearly signposted and outlined summative tasks

3.2 The Lesson

3.2.1 Lessons will still be a central part of the 'learning to learn' strategies outlined here. However, there is considerable scope to reconceptualise their purpose, format and frequency. The major emphasis is to focus on teaching and learning as a communication of information to a process of developing skills and giving students stewardship of their own learning.

3.2.2 The 'Learning to Learn' Framework rethinks lessons in various ways:

- With assignments in place, lessons become more about student learning
- Lessons can be 'flipped' – content delivered via the assignment and lesson time used to analyse and develop skills
- This will enable lessons to be more student-centred and less teacher-focused
- Allocation of timing can be shared across lessons and studies so that there is more time for students to learn by doing – freeing up timetables

3.3 The Study

3.3.1 Our recommendation is that the number of traditional lesson slots for each subject be reduced as a student progresses through the school. They should be replaced with 'study' periods in which each student works on their assignments, seeking help where necessary from their teachers in a small group or individual tutoring situation. This

structure of teaching and learning is very well suited to distance education. Students can make an appointment, or have a regular time slot, to discuss their own concerns, interests and learning requirements with a teacher without interruption. The structure of studies needs to be used in conjunction with the assignment to structure units of work and promote independent learning with appropriate focus.

4.0 RESPONSIBILITIES

Post(s)	Responsibilities	Ref
All Staff	<ul style="list-style-type: none"> To organise teaching and learning within the framework of this policy. To support and promote a culture of students' achievement and self-directed learning. 	
NLT Board Members	<ul style="list-style-type: none"> To ensure all campuses have the resources and strategic support to implement this policy. 	
School Trust Board Members	<ul style="list-style-type: none"> To ensure the policy is effectively implemented at campus level and monitor its progress on a regular basis. 	
Policy Lead	<ul style="list-style-type: none"> Monitor, evaluate and review policy in line with OneSchool Vision. 	

5.0 REFERENCE DOCUMENTS

Curriculum Policies

Assessment, Marking, Recording, Reporting and Target Setting Policy

Behaviour Policy

Learning Support (LS) Policy

SDL Handbook

Learning to Learn Vision.

Home Study Guidance.

6.0 GLOSSARY

Self-Directed Learning (SDL) is based on a pedagogical philosophy whereby the student takes both the initiative and the responsibility for their learning. In essence, students are "learning to learn". The self-directed journey is one in which students learn to think critically; to process information perceptually; to analyze data accurately and evaluate situations intelligently in order that they fulfill their true potential.

7.0 AUDIT AND ASSURANCE

Element to be monitored	Lead	Tool	Freq	Reporting Arrangements	Acting on Recommendations and Lead(S)	Change in Practice and Lessons to be shared

8.0 APPENDICES

