

Teaching & Learning Policy

Aims

The quality of Brixham College is directly related to the quality of our teaching, and the learning that takes place because of it.

Our core purpose is to achieve high levels of achievement for all of our learners by ensuring that effective learning takes place in the classroom and beyond. We aim to provide a stimulating, balanced and relevant curriculum which motivates and meets the needs of learners at Brixham College, preparing them for lifelong learning.

The staff and students at Brixham College work within a learning culture that is developmental, reflective and self evaluative. This is a shared culture that supports and develops skills, understanding and knowledge of both teacher and student. Teachers are expected to clearly demonstrate effective teaching, a safe and welcoming learning environment, and high standards of achievement and positive behaviour for learning.

At Brixham College it is our aim to set high expectations for all students in order to raise their aspirations and raise standards of both learning and teaching.

There is an expectation for staff at Brixham College that teaching will be consistently good or outstanding and that teaching promotes the learning, progress and enjoyment for all learners.



To ensure all learners make progress, teachers at Brixham College will :

A Have high expectations of all of our learners

- B Use a range of **learning and teaching strategies** which **motivate** and **inspire** learners
- C **Challenge the learning** of all students enabling all to reach their **maximum potential**
- D Ensure there is a **good pace** to the lesson where time is used effectively
- E Use **new technology** to maximise learning
- F **Plan effectively**, taking in to account **prior learning** and **differentiated** to meet the needs of all of our learners
- G Use **TAs and other adults** to **accelerate learning**
- H **Build upon prior learning** and ensure there is **new learning**
- I Make regular **assessment of progress**, ensuring learners know **how well they are doing** as well as providing **'next steps'** for improvement
- J Use **questioning** and engage students in discussion to gauge the learners understanding
- K **Share and celebrate the success** of our learners

Creating a Climate for Learning and Teaching

If guidance, structure and behaviour are consistent in lessons both learners and teachers will know the boundaries.

Classroom Expectations

- Ensure that your classroom is prepared by having the lesson objectives on the board and starter ready. If this is what the students expect on arrival the lesson should start smoothly. Students arriving at different times should enter the room into a calm, inviting working environment. It may be more appropriate to have conversations with regards to lateness later in the lesson to encourage a positive start.
- Students will then prepare themselves to learn by :
 - a) Removing their coats and placing bags, equipment as appropriate.
 - b) Placing equipment needed for learning on the desk.
 - c) Ensuring phones / MP3 players etc are switched off and out of sight, including headphones.
 - d) Ensuring they have removed chewing gum if necessary.

Students are encouraged to drink during break and lunchtimes. Where absolutely necessary they would ask a member of staff if in need of a drink, drinking water only.

- As students arrive greet them by name, taking every opportunity to recognise where an individual may need extra support to enter and settle. To ensure all students are focused and ready to learn.
- Register students and where appropriate send attendance electronically or via hard copy.
- Start the main body of the lesson by recapping from the previous lesson and then clearly explain the objectives, activities and outcomes that are expected of this lesson.
- Ensure that all students are stretched with differentiated tasks and that they understand these tasks clearly. Where students are successfully engaged, off task behavioural difficulties, inconsistencies should be dramatically reduced.
- Encouragement and praise should be used whenever possible. Students should be encouraged to share success with their own and others' learning at every opportunity.
- Assess and reward progress and achievement where appropriate ensuring all targets that are set are encouraging , avoiding word such as 'but' or 'however' in summative comments. Use positive language always pointing out what they should be doing and not what they shouldn't.
- use mini plenaries during the lesson to monitor progress with regards to objectives / outcomes using a range of 'Assessment for Learning' strategies. The final plenary will be used to assess learner progress and inform them of 'next steps'.
- When setting extended learning, support all learners by ensuring they have time to record this in their student Journal. Allow time to ensure all learners understand the task and that it has been differentiated appropriately.

- In the unlikely event that a student has to leave the lesson, only allow one student to leave at a time and ensure that they have a 'pink slip'.
- Once students have packed all equipment away and are stood behind chairs, finish the lesson with a positive comment, perhaps a comment on progress or attitude to learning,
- Dismiss your learners with the same manner as you greeted them, again using names and perhaps a final opportunity to give individual positive reinforcement as they leave.
- In exceptional circumstances, ensure that you send a student who may have been kept behind with a note to the following teacher. If a student does arrive late allow them to continue with learning before dealing with lateness.

Good teaching needs clear planning :

- allowing students to **progress in their learning**.
- where **objectives** are clearly stated.
- which use a structure, ie) starter, development of learning objectives and, plenary when appropriate.
- which uses opportunities throughout the lesson to **monitor the learners' progress**.
- Which is **differentiated** to meet all learners' needs.
- which provide opportunities to **summarise learning** and help students to understand **how to progress**.
- which allow students to develop and practice **higher order thinking skills** such as creativity , analysis, problem solving, decision making and application.
- which use effective questioning to direct and **challenge** for all students
- which use stimulating resources including the use of ICT and e learning, which are differentiated as appropriate to the students.
- Which includes a range of **learning and teaching styles**
- Which has **pace and challenge**
- Which uses a range of **Assessment for Learning** strategies to assess learner progress, ie) self assessment, peer assessment, group assessment, Q&A, video analysis, etc.
- which indicate learners **next steps**

Learning and Teaching strategies

Teachers should use teaching strategies which ;

- allow students to learn in their preferred styles ie) Visual, auditory or Kinaesthetic
- allow students to learn both independently and collaboratively, and which contribute to one another's learning
- use positive behaviour management and encouragement for students to achieve, including praise and rewards according to school policy.
- use topics which are relevant.
- involve others in the delivery of lessons where appropriate, ie) students, outside agencies.

Learning and Teaching styles may include :

Tasks should be well structured and planned, relevant and differentiated challenging all learners. Planned use of support should be made in partnership with Teaching Assistants.

Tasks set will;

- be matched to the learners needs and abilities
- build on knowledge and skills acquired previously
- relate to key questions, enquiry, investigation and problem solving
- develop a range of student skills
- use different learning and teaching strategies
- enable students to evaluate their own work
- encourage learners to apply what they have learned in other situations
- relate to one or more of the learning outcomes and bring rewards and/or praise on completion

High Expectations - Learners

There is an expectation for learners at Brixham College to ;

- acquire new knowledge or skills in their work, develop ideas and increase their understanding.
- apply themselves diligently in lessons and work at a good pace.
- show engagement, application and concentration, and are productive.
- seek to produce their best work and are usually interested and enthusiastic about their learning in a range of subjects.
- make good progress.
- demonstrate good concentration and are rarely off task.
- learn independently and collaboratively.
- contribute with positive attitudes.

Effective Learning takes place when students know ;

- how to make progress.
- what they are achieving.
- what their next steps are
- how to learn, including personal learning and thinking skills and questioning skills.
- the attitudes needed in the classroom, including respect, interest, responsibility, responding to challenge.
- how to learn independently and collaboratively and without close supervision.
- the skills they need to develop, including enquiry, research, analysis, reflection.

Effective Learning takes place when students are motivated to ;

- take an active interest in their learning through encouragement and support from their teachers and other adults, parents & carers.
- improve their performance and be willing to learn from areas of development as well as strengths.
- enjoy lessons and readily respond to the challenge of tasks that are set.
- demonstrate, in assessments and tests, that they are performing at least as well as can be expected, according to standards of their age and ability.
- care about the presentation of their work and look after resources.

Effective Learning takes place when students take responsibility for;

- their learning.
- evaluating their achievement of learning objectives/ outcomes.
- concentrating on tasks set and listening attentively when appropriate.
- developing the confidence to raise questions, to try to find answers and asking for help when needed.
- helping each other and working collaboratively as well as independently.
- developing over time the ability to learn autonomously and to take responsibility for their own learning, increasingly taking initiative.

Classroom observation, student interviews, work sampling and whole school Self Evaluation

Classroom observation and work sampling are used to monitor and evaluate the effectiveness and quality of learning and teaching at Brixham College. They also form an important part of the process of reviewing the performance of the school through whole school self evaluation.

Classroom observation is used to support continued professional development, faculty review and performance management in the college. Classroom teachers are responsible for the progress of their students in their classes and for self - evaluating their own professional development.

The process of classroom observation and work sampling contributes to ;

- the continued success of the college
- raising achievement and school improvement
- improved classroom teaching
- curriculum development
- determining their own development needs / priorities
- identifying the future development needs / priorities of the college
- supporting college priorities

Every teacher will be observed at least twice a year as part of the colleges **Faculty Review and Performance Management process**. Observations will take place after the Management Review and Planning meeting . The focus/ length / time / place of lesson observation will be decided at the planning meeting. *The lesson will be observed by the Reviewer and Line Manager. (see also Performance Management Policy).*

Review of Learning and Teaching

A comprehensive review of learning and teaching takes place annually in order to secure judgements made on the college SEF. Ongoing reviews take place to focus on particular issues or to support where the need for development has been identified.

The aim is to :

- identify and share good practice;
- evaluate the quality of teaching;
- track progress on learning and teaching issues identifies in the College Improvement Plan;
- identify key aspects of teaching for development by Faculties and for the whole school;
- standardise monitoring procedures including lesson observations and work scrutiny , through paired observations.