



Teaching & Learning Policy

September 2010 – September 2013



This policy aims to:

- establish an agreed range of practice in respect of learning and teaching
- ensure a high quality of learning experience is offered to students through effective leadership of T&L
- raise standards of attainment across the Academy

These guidelines do not seek to cover all aspects of or approaches to Teaching and Learning, but set out common standards and practice. It should be read in conjunction with the Academy policies on Monitoring and Evaluation, Homework, Assessment, Behaviour and other relevant policies.

Aims

The Teaching and Learning Policy supports the Academy aims which are to be:

1. An **inclusive** Academy, reflecting the nature of the local community, which will use partnerships to meet the needs of the whole learning community and provide an inclusive curriculum where there is equal worth between academic and vocational qualifications.
2. An **intergenerational** Academy which will provide appropriate opportunities for learners of all ages to learn together, including families, taking account of the needs of individuals.
3. A **community** Academy which will have a focus on the community and engagement of the community in its activities at all levels.
4. A **21st century** Academy which will provide creative and innovative learning activities delivered in modern buildings supported by state of the art ICT infrastructure.
5. A **vocational** Academy which will have a broad, exciting personalised curriculum, with an appropriate focus on “learning by doing”, specialising in Mathematics, Design and Technology with the themes of enterprise and innovation as key drivers for the curriculum
6. A **future flexible** Academy which will create flexible and aspirational learners and staff, who are resilient and able to adapt to an ever changing world.

Effective Teaching and Learning at Sidney Stringer Academy

The Academy will focus on four aspects of Teaching and Learning and these are *teaching, assessment to support learning, behaviour and learning and progress*

1. Effective teaching at Sidney Stringer Academy will include the following features:
 - Starter activities which engage students in learning as soon as they enter the room



- Lessons that are well-planned, based upon Schemes of Work¹ and focus on learning
 - Well structured lesson objectives which are shared with students and used to focus learning throughout the lesson
 - Learning located within the 'Big picture' for students
 - A clear structure which will specifically lead to learning and progress
 - Effective use of time to maximise learning
 - Systematic checking for understanding during the lesson
 - Plenary activities which review learning effectively
 - Effective use of support staff to enhance learning
 - **Creative and innovative** use of differentiated resources including ICT
 - A wide range of learning styles including visual, auditory, kinesthetic - **'learning by doing'** where appropriate
 - PLTS and collaborative activities planned into the lessons as appropriate
 - Excellent teacher subject knowledge
 - Homework tasks set and checked regularly to enhance understanding in accordance with the Academy Homework Policy
2. Effective *Assessment to Support Learning* at Sidney Stringer Academy will include the following features:
- Standards and assessment criteria communicated to the students in line with Academy and Faculty Assessment Policies
 - Prior and current attainment knowledge used by the teacher to **include** and extend every child including G&T, SEN and EAL in accordance with relevant policies
 - Students and teachers clear about target and working at grades
 - A wide range of Assessment For Learning techniques used regularly including self and peer assessment and target setting
 - Use of questioning and discussion techniques to engage and challenge all students to develop learning
 - Praise, Rewards (in accordance with the Academy Policy) and verbal feedback which enables students to make progress
 - Regular assessment and written feedback which enables students to progress in accordance with Academy Assessment Policies
3. Effective *Behaviour* at Sidney Stringer Academy will include the following features:
- Students showing excellent attitudes to their work and enjoying what they do

¹ Schemes of work should give an overview of a course and sufficient detail to allow individual lessons to be successfully planned. In addition, guidance on assessment, resources and timescales should be provided. They should be reviewed and updated on an annual basis and a copy stored centrally in the Academy Departments drive. Lessons plans based on the schemes of work should break down the learning objectives into learning activities for individual lessons/students. Staff should keep a record of all relevant planning in their staff planner/laptop.



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- Staff has high expectations and behaviour is generally excellent. Any inappropriate behaviour is managed effectively by staff in accordance with the Academy Behaviour Policy
4. Effective *Learning and Progress* at Sidney Stringer Academy will include the following features:
- Students engaged in structured and purposeful opportunities to develop their learning
 - Work that is closely tailored to individual needs so all learners can make good progress
 - 'Deep Learning' in which activities are structured in order to enable students to work independently to develop higher order thinking skills such as organisation, problem solving, collaboration and evaluation to enable them to become *resilient learners*
 - Learning in which students can show significant progress is made from their 'starting point'

Leadership of Teaching and Learning at Sidney Stringer Academy

The leadership of Teaching and Learning will enable the aims of the Academy to be met in the following ways:

- Whole Academy Monitoring/Evaluation processes and Performance Management will be used to identify individual and whole Academy T&L CPD requirements
- The role of T&L Consultants/ASTs will be developed to drive up standards in T&L
- T&L consultants/ASTs will form the core of the Academy improvement group supported by additional volunteers
- Structured T&L meetings will be in the Academy calendar for all staff every half-term led by T&L consultants/ASTs in accordance with an identified whole Academy agenda
- A focus on a spirit of innovation and pioneering new approaches to develop T&L
- 'Watch Others Work' weeks will be introduced to share good practice across the Academy and with sponsors
- The Vice Principal will work in collaboration with the Assistant Principals to lead on specific Vocational, Community and ICT aspects of T&L including primary liaison
- INSET and further twilight meetings will be used for training and development as identified in the Academy calendar
- Participation in Learning networks and partnerships including with Sponsors, Governors, Parents, North West Federation, Local Authority, SSAT networks and relevant subject networks will be used to seek best practice and enhance Teaching and Learning in the Academy and within the local community, recognising that learning is a lifelong process
- The Academy will seek to work in cross curricular ways to enhance teaching and learning
- All Department meetings will include sharing of good practice
- Student voice opportunities will be exploited to improve T&L



- The Academy will exploit ICT, new technologies and the VLE to enhance T&L

Last Reviewed: September 2010
Next Review: September 2011
Personal Responsible: V Shelley