



LYDIARD PARK ACADEMY

Teaching and Learning Policy

Date Ratified:

Review:

Lydiard Park Academy - Teaching and Learning Policy

Rationale

Lydiard Park Academy is committed to using and promoting engaging and effective teaching and learning strategies, which meet the need of all its pupils of all abilities. Our ethos of effective teaching and learning is to provide pupils with creative and engaging learning activities in which teachers take risks to enhance the learning environment. In fulfilling this commitment to personalisation of teaching and learning, teachers are actively encouraged to draw upon existing and established examples of good to outstanding practice.

Linked policies

See policies; Assessment and Feedback, Homework, BfL (Behaviour for Learning), ICT, SMSC (Social, Moral, Spiritual and Cultural) and Special Educational Needs.

Teaching and Learning: Embedding TEEP (Teacher Effectiveness Enhancement Programme)



TEEP is a whole Academy teaching and learning strategy that all teachers are trained to level 1 standard. TEEP presents all teachers with a framework for teaching and a common language of learning to enhance consistency in teaching and learning approaches throughout the Academy. The fundamental principles are outlined below:

TEEP – Effective Learning Behaviours

This explores collaborating, thinking and metacognition, and communicating. Teachers look at ways to help pupils construct meaning in their learning, monitor their own progress and reflect on the whole learning process.

TEEP – Effective Teacher Behaviours

This highlights the development of positivity within the classroom in the following areas:

- Classroom climate – positive, safe and motivational.
- Classroom management – effective use of BfL
- Whole class interactive teaching.
- Variety of teaching and learning styles.

TEEP – The 5 Underlying Principals for Effective Teaching

These are the fundamental elements that are embedded throughout all lessons and enhance pupils understanding.

Assessment for Learning

Within any good or outstanding lesson, teachers and pupils need to use strategies and techniques to give and receive quality feedback, use assessment in a purposeful and on-going way which supports a positive approach to learning and is clear to the pupils so that progress is made.

Effective use of ICT

Within the Academy we encourage all teachers and pupils to engage in effective forms of ICT. All teachers and pupils are able to access the school on line learning facility – ‘itsLearning’ and use this as a learning tool for personalisation in all lessons. As an academy and in conjunction with ‘itsLearning’ we have developed our learning platform to engage pupils in class activities as well as when they are revising and completing homework tasks. ‘itsLearning’ is an interactive learning website where each subject area has their own pages where teachers can set tasks, show internet links to videos and interesting websites, complete polls and blogs and the pupils can all contribute in forum discussions – allowing the process of learning to take place in and out of the classroom. Using the interactive features our aim is to use ‘itsLearning’ to overcome the barriers to learning, develop learning communities and make the learning accessible, representing a variety of learning styles and needs.

Thinking for Learning

Thinking is a process that invites pupils to make sense of the information at hand. It is the way to understanding. Teachers are encouraged to plan and develop activities that develop higher order thinking in order to deepen understanding and enrich student learning.

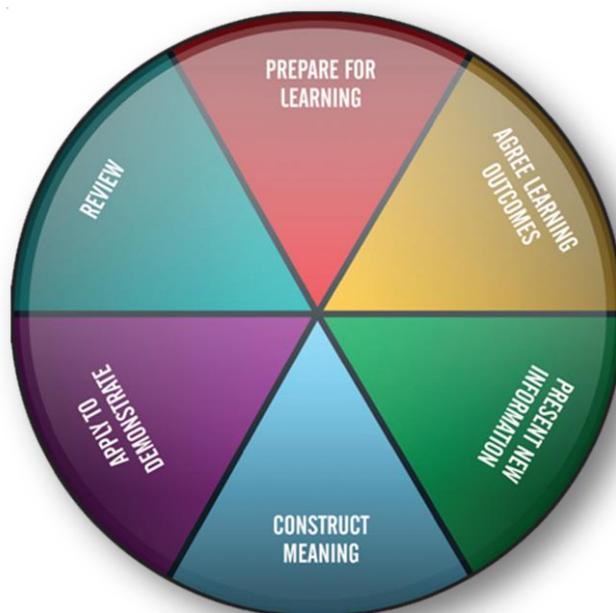
Accelerated Learning

Accelerated learning is the term used to describe the techniques and strategies that we use to actively engage learners in learning. It is based on research of brain function, student motivation and multiple intelligences and provides a platform for life-long learning by promoting the importance of understanding how we learn as much as what we learn.

Collaborative Learning

Collaborative learning is an approach to teaching and learning that involves groups of pupils working and learning together to complete a task, solve a problem or create a product. Group work is encouraged in all lessons –this includes paired work, small group ‘Think, Pair, Share’, carousel activities and workshops.

TEEP – The TEEP Cycle – This is a process for teaching that structures the key components of an effective lesson in a clear form for teachers and pupils. As TEEP develops the cycle has become a common language of learning within the community of the academy.



Prepare for Learning

Teachers will strategically work with their pupils to develop a climate that is conducive to learning. This includes the physical environment – classrooms to be organised and inviting, the social environment – pupils feeling supported within the class and group dynamics and the intellectual environment – ensuring that challenge is set from the outset.

Agree Learning Outcomes

Teachers explicitly share the purpose of the lesson/s with their pupils so that the pupils are in no doubt as to what is expected of them during the lesson. Pupil engagement is key for the success of this component as this is essential to the pupils fully understanding and identifying their next steps for learning.

Present New Information

At this stage pupils will be presented with or introduced to the new information that they are required work with. Teachers are encouraged to present this in a variety of ways to enhance the learning and pupil interaction with this information.

Construct Meaning

Pupils are given the time and opportunity to develop understanding of the new information and to practice using their developing skills. The pupils are actively engaged in exploring the content allowing for independent learning.

Apply to Demonstrate

Pupils participate in a task or tasks that will allow them to demonstrate their developing understanding of the content that was presented. During this time teachers and pupils may be involved in assessing and evaluating the outcomes of the pupils learning.

Review

Reviewing is a critical element in the process of teaching and learning as it is at this point that teachers can challenge the pupils to make their learning explicit. Although

review is the last of the elements of the cycle, it should not be seen as coming only at the end of a lesson. It is useful to include different review opportunities throughout every lesson so that teachers and pupils can identify and challenge strengths and weaknesses, identifying the next steps of the personal learning process for each pupil. Review is a significant part of developing metacognitive awareness, allowing pupils to think about their learning process and what knowledge they have gained and apply this to their work.

Creativity in Teaching and Learning

Creative approaches to teaching and learning are necessary so that lessons are varied, allow for different learning styles and instil in pupils an enthusiasm for learning. As an Academy we encourage teachers to take risks, to aim for engaging lessons across the curriculum and promote high levels of challenge and participation. We also aim to adapt teaching to meet pupils' needs, to secure a high level of engagement and provide a balance of core knowledge and the application of skills.

Research promotes creative learning as:

- questioning and challenging
- making connections and seeing relationships
- envisaging what might be
- exploring ideas, keeping options open
- reflecting critically on ideas, actions and outcomes

The result of using these strategies and offering a creative and varied educational diet is that pupils are supported by good teaching that encourages questioning, debate, experimentation, presentation and critical reflection, enjoy the challenge and have a sense of personal achievement. The confidence they gain encourages them to develop and present their own ideas with greater imagination and fluency.

Personalisation of Teaching and Learning

Throughout the TEEP framework teachers are expected to identify the different learning needs of the pupils and plan appropriately. This requires the following:

- Differentiation - Teachers to access data (KS2, CATs, previous achievement/assessments) to identify and cater for individual pupil learning needs.
- Seating plans are used in all classrooms and pupil data is used to inform these plans and grouping for collaborative work.
- Regular monitoring and marking of work (as stated within the Lydiard Park Academy Assessment and Feedback Policy) to identify misconceptions and praise completed work.
- Extension work (in line with the gifted and talented guidelines) to extend and challenge all pupils allowing for mastery of knowledge and understanding.
- Lesson planning is completed by using one of two methods – the linear Lydiard Park Academy lesson plan or the 5 minute lesson plan. Planning may be done in planners but should address all the key principles of the TEEP cycle. Use of Literacy and Numeracy should be explicit in planning and made clear to pupils.
- Clear targets shared and discussed with pupils at milestone and key tracking points to ensure a shared learning dialogue between teachers and pupils.

Transition and Progression of Teaching and Learning

While the underlying principles of teaching and learning will be the same throughout the year groups we do encourage work to allow and prepare pupils for the various transitions between key stages. Curriculum models within all subject areas develop skills and understanding within a spiral model – revisiting and developing knowledge throughout the key stages. These units, act as transitional projects to prepare pupils for each academic year, need to be planned with the consistent development of the core skills required for examinations in KS4 and KS5. Within this collaborative planning and discussion needs to happen between our feeder primary schools and cross-curricular links within subject areas in the Academy for new pupils joining the Academy in year 7.

Creating Effective Learning Environments – Academy and Home

As previously stated within TEEP – Effective Teacher Behaviours teachers are expected to make the classroom environment inviting and organised to enhance the learning in the classroom. Within this pupils need to feel comfortable and familiar with the environment to know where they can access resources independently. The internet and digital devices should be used to enhance research and completed interactive learning tasks.

Effective Classroom Management - BfL

The emphasis is on proactive management of pupils rather than reactive responses. The Academy's framework of positive behaviour management outlines a consistent approach through prevention, strategy and support to minimise unnecessary conflict and disruption. Teachers are expected to follow the clear BfL system to ensure that the learning environment is protected while also using the reward system to motivate and encourage pupils as they work and achieve.

Respect for Learning

'Potential into Performance' – At Lydiard Park Academy we seek to ensure that all pupils are challenged to work to their full potential. Through effective lessons and clarity of learning pupils are expected to respect the ethos of their own and others learning journeys.

Monitoring of the Teaching and Learning Policy

Monitoring of the effectiveness of the T&L policy will be completed throughout a variety of processes including:

- Performance Management – All teachers have a yearly T&L target specific to their personal T&L aim for development throughout the year. These targets are supported through CPD, coaching and mentoring.
- Lesson Observations – All the standards are measured against Ofsted criteria and recorded on the performance management system allowing areas of good practice to be celebrated and areas for development across the Academy to be identified.
- Work Scrutiny – This audits the variety, creativity and assessment practices of tasks to be seen across all subject areas.

- Pupil Voice – Questionnaires are completed throughout the year; this also includes feedback from the school council and small group interviews.
- Parental Voice – Questionnaires are completed on consultation days to record parental opinion about T&L and homework.
- Teacher Voice – Questionnaires and feedback from the TLC's (Teacher Learner Communities) which meet as part of the TEEP Teaching and Learning CPD throughout the academic year.