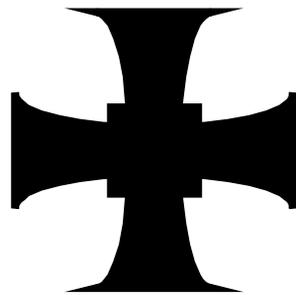


TRINITY SCHOOL



A CHURCH OF ENGLAND ACADEMY

LEARNING AND TEACHING
POLICY

Curriculum & Achievement Committee

Review: October 2015

Ratified by the full Governing Body: January 2016

Next review: October 2018

1. INTRODUCTION

Schools are important places. Through us, our society has chosen to pass on to the next generation all those things we hold as most precious and significant, most worthy of being remembered. We also have the duty to prepare the future world with the knowledge, the understanding, the attitude and the skills that it will need.

We therefore organise the curriculum and the wider experiences of our school. We plan those lessons and activities which will most make our aspirations for our students happen.

We cannot leave it to chance. We must seek to compel learning in our students. Not learning, or, worse not being willing to learn- these we must guard against and prevent.

2. LEARNING

Trinity School is a community which learns, each member a learner, both staff and students. Learning is at the heart of everything we seek to achieve, both for our students and our staff. We value learning highly and wish to educate students about the process of learning so that they can adapt those skills for every situation they meet. Learning is a lifelong part of being human and we wish to create opportunities for both students and staff to continue to learn here through high quality teaching and CPD.

We hope that this process of equal value allows all learners to be treated as individuals; that every child's own needs are taken into account as she/he learn; and that they make progress in line with their own personal targets.

- a. We want our students to have lively and enquiring minds. We want them to value education, and to be curious, and to ask questions. We want them to be clear thinking and analytical, but also imaginative and creative. We want to foster an ability to question and to argue rationally.
- b. We want our students to become independent learners. We want them to reflect on their own learning, and to know how they study and learn best. We want them to be active learners, not receivers of information. We place emphasis on knowing the answer, but also on knowing how the answer is obtained.
- c. We recognise that learning happens differently for different groups and individuals. Approaches to making the student learn need to be varied and flexible, tailored to the learning needs of the student, and not driven by custom or "covering the syllabus".
- d. We will check the content and processes by which we make our students learn. We need to know what students know, what they have learned, and what they need next. We will change our approach to make learning happen most effectively.
- e. A range of learning activities will be used, including structured reading and writing tasks, investigations, individualised programmes, group work, experimentation, information handling, practical applications in doing and making and problem solving. We will seek to enrich our students' lives through their experiences of learning.
- f. We will make the learning objectives of our lessons clear. We will help students to see what they will need to know, to understand and to be able to do. We will help them to know when they can stop, and how to know when they have achieved their learning. We will give them opportunities to reflect on their learning, and to enjoy success, to learn from their mistakes and move on.

- g. We will make sure that students required learning is linked to what they know already, and allows them to find meaning and pattern in their explanations.
- h. We recognise that learning is a complex process. As teachers, we are also seeking to learn, and to develop our own understanding of how human beings learn.
- i. We are optimistic. We recognise in each human being an almost boundless capacity for learning. We also know too well the necessary ability for forgetting, and will work against habituation in our students.

3. LEARNING TO LEARN

In order to include students fully in the process of learning Year 7 students follow a Learn to Learn course. During their weekly 2 hour lessons students learn about all aspects of how learning works. The course includes learning about the brain, using thinking tools (De Bono's thinking hats for example) to solve problems, individual learning style and environment and all aspects of how to work in teams. We also ensure that students know what makes a successful learner by introducing and reinforcing the 5R's – Responsible, Reflective, Reasoning, Resilient and Resourceful. Students will learn how to be good team players through their knowledge and application of the 5C's – Coordinator, Creator, Charter, Communicator and Clarifier.

4. TEACHING

As part of our learning community, we understand that good learning must be planned for. We plan lessons using minimum standards that will lead to good learning outcomes for students:

Lesson planning – a minimum expectation for every lesson

- A written plan (handwritten, word-processed or Powerpoint) using a clear structure, for example the Accelerated Learning Cycle
- A clear objective – what do your students need to learn or improve in this lesson?
- Strategies to address different starting points and engage all students
- Assessment points during the lesson to check understanding, and to allow for fine-tuning, including key questions as appropriate
- A final assessment point (or consolidation): how will you and they know that they have successfully learned or improved?

The Ofsted criteria make clear what is expected in the delivery of the lesson; the elements listed above are the minimum we want to see recorded so that we can be certain that effective planning is in place across the school.

Some staff also plan using the Accelerated Learning Cycle. During the Accelerated Learning cycle students will have opportunities to:

Connect to their previous learning so that they can make links to prior knowledge and see how the new learning fits in

Activate the new learning through a variety of methods

Demonstrate their understanding of the new work

Consolidate what has been learned, how it was learned and where the next steps will be.

It follows that all the activities that we put into our classroom practices will be informed and driven by our understanding of our student's learning:

- a. Nature of the lesson
 - Expectation of both the teacher and the students, are high; and focus on learning, rather than activity.
 - Learning objectives are shared with the class at the outset. Content builds on prior learning, is appropriate to all students' needs, and is stimulating and challenging.
 - Students are aware of the next steps in the learning process, and how current work fits into the scheme of work or exam syllabus.
- b. Planning and Preparation
 - Learning outcomes are very obvious, and planning is of approaches and resources to deliver these.
 - Progress for students at all ability levels is built into the tasks/activities
 - There is evidence that the lesson is part of a structured course and this is communicated to students.
 - Teachers have secure subject knowledge.
 - Teachers plan using minimum standards for good learning outcomes.
 - Teachers may plan using the Accelerated Learning cycle.
- c. The classroom
 - is an attractive, stimulating place to learn and has learning material on display. Student work is valued.
 - has seating arrangements decided by the teacher.
 - has a variety of resources available
- d. Methods and management
 - A wide range of teaching methods is used at different times for different purposes. There is a mix of whole class teaching, small group learning, and individualised learning, regardless of whether classes are set on ability or not.
 - Teachers recognise the importance of using ICT as a key tool for learning.
 - The lesson will be divided into distinct parts dependent on the learning taking place.
 - A working atmosphere is maintained through effective communication between teacher and students.
 - Students know what behaviour is expected, and inappropriate behaviour is responded to appropriately and consistently within school policy.
 - High standards of presentation, effort and accuracy are insisted on.
- e. Pace/Flow
 - The entrance of students is controlled and efficient to enable a good start to the lesson. There is evidence of routines at the beginning and end of lesson. The lesson starts as the first student arrives.
 - The introduction is brisk and purposeful, with students recapping on prior learning and setting the scene for the lesson ahead.
 - Students are set tasks that have clear purpose and outcomes, are time limited, and which engage them.

- Teacher interventions are planned and involve direct teaching of groups or individuals.
 - Teachers are prepared to go “off” the lesson plan if the needs of the students require it.
 - The pace of work is challenging but not too stressful and is determined by a mix of teacher planning and student engagement.
 - Time on task is maximised for all students and actively monitored and encouraged.
 - The lesson conclusion is clear and purposeful, involves a recap of learning, and involves the whole class.
- f. Differentiation
- Teacher has knowledge of students’ ability, targets, learning patterns and personality, including those with special educational needs.
 - Learning outcomes are matched to the individual’s needs, ability, interest and aptitude.
 - Support and extension is systematically planned. A variety of methods to differentiate work are employed, including by task and outcome.
 - Differentiation is explicitly planned for groups of learners of different abilities ensuring all are challenged and make progress.
- g. Motivation and Enthusiasm
- Students are actively engaged in the learning experience, know what is expected of them and can explain the task.
 - Teachers give praise using the 80:20 rule, instructive criticism, enthusiastic encouragement, and develop a positive and supportive tone.
 - Students are motivated by the teacher’s own enthusiasm for the subject. Their confidence and self-esteem is high.
 - Students are able to work cooperatively in a positive and supportive manner.
- h. Assessment for Learning
- There is evidence of both formative and summative assessment. This assessment is part of teaching and learning and built into classroom experience.
 - Planned opportunities are taken in each lesson to enable both students and the teacher to measure progress during the lesson. (These may take many forms such as questioning, game type activities, partner questions, plenaries, etc)
 - The teacher uses various methods of assessment to check students’ readiness and to plan the next phase of work.
 - A separate Assessment for Learning policy is important alongside this.
 - Next steps feedback is central to the learning process and students are given the opportunity to act on this feedback.
- i. Home Learning
- Departmental policies are available on the school website.
 - Homework is an integral part of the learning that takes part in the classroom.
 - Students will be encouraged to use planners to help organise their home study.

- j. Cross Curricular
 - The school approaches to Literacy and Numeracy will be followed in lessons to ensure the education of the whole person.
 - Each lesson will contribute to the development of student literacy.

- k. Personal Development
 - Opportunities for students personal development will be planned for, as will opportunities for the Every Child Matters outcomes (staying safe, healthy, enjoy and achieve, achieve economic wellbeing and make a positive contribution) to be addressed.

5. CONCLUSION

Good teaching leads to good learning, which in turn leads to good outcomes for students. From this policy, we hope that students experience high standards of teaching as typical, every day in every lesson. They will leave us having made excellent progress; achieving the best that they can. At the same time, they will become the best person that they can be, with strong values of community, trust, compassion, hope and endurance.