



Teaching and Learning Policy



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Policy for Teaching & Learning

Everyone at, and associated with, Coal Clough is a learner with a right to planned learning. At some time, all will be in a teaching role and all have a right to teach in the best possible environment.

Rationale

Coal Clough Academy is committed to providing each of its students with excellent learning experiences and opportunities that prepare them well for their future lives and allow them to maximise their learning potential. Students make better progress in schools that have a systematic approach to learning and teaching, combined with a strong programme of continuing professional development, including coaching. Coal Clough, therefore, requires an agreed framework and a consistent range of strategies for teaching the varied curriculum elements and pathways put in place for students in school; and a shared language about learning and teaching that aids communication for CCA staff in schools, and with all partners in educational provision.

Purposes

This policy is intended to provide a foundation for planned, incremental development of a positive climate for learning and a range of effective teaching methods that are responsive to the aspirations and needs of each learner and make best use of technology. That development will be supported by proven methods based on research and a deep knowledge of students, using many sources of data. Implicit is the need for a cycle of, planning, reflection, evaluation and refinement at many levels.

It aims:

- To provide a common framework on which to build and further evolve schemes of work and lesson plans, tailored to the needs of individuals and groups, ensuring a routine and consistent approach across the school.
- To provide a common vocabulary about learning and teaching to facilitate professional dialogue, including Performance Management through BLUESKY; shared professional learning and collaboration.
- To foster on-going reflection and review of learning and teaching.
- To aid individual, area and college self-evaluation of learning and teaching.
- To provide guidance to staff about sources of support for developing practice within the classroom to increase their repertoire of strategies and methods.
- To foster the ability of staff to promote student autonomy and support personalised learning, taking account of preferred learning styles and potential barriers to learning.

- To encourage a broad understanding of the nature of learning and the need to exploit all opportunities and contexts to promote effective learning, both during and outside college hours, recognising the important part our many partners play and acknowledging the crucial role of parents/carers in the education of young people.

Guidelines

Ensuring pupil progress is the responsibility of the member of staff assigned to the group or individual, drawing on additional support as needed. The Lead teacher, tutor and any other assigned adult, also have a role to play in supporting, monitoring and evaluating student progress.

- The school will adopt, and progressively learn to apply, well researched and proven approaches to designing learning experiences.
- Discussion and professional communication about Teaching and Learning will reflect key terms and language used in education discourse.
- Time and opportunities will be provided to develop learning and teaching, including time for observations, coaching and planned experimentation with evaluation of impact. Improvement of learning and teaching should be viewed as a shared activity within and beyond college..
- The agreed lesson planning structure and schemes of work should be used to ensure consistency.
- Students' individual class and cohort target and achievement data and other data, for example preferred learning styles, should be used for planning and evaluating learning and teaching at all levels.
- Student's progress will be tracked and adjustments made to planning.
- What staff know about students should be used to determine effective groupings and pairings for parts of each lesson/learning opportunity and a seating plan should be prepared.
- Principles of Assessment for Learning should be adopted to engage with learners and enhance their own ability to identify their next steps. Particular attention should be paid to deepening dialogue with students as part of assessment, verbal and written.
- Homework should be carefully planned, to deepen the impact of teaching and develop students' responsibility for their own learning. (Medical groups)

- The way in which lessons/learning opportunities contribute to the systematic development of literacy (including speaking and listening) and numeracy should be considered. Wherever possible staff will seek to incorporate opportunities for these into their lessons.
- The way in which lessons/learning opportunities develop thinking skills, extend students' problem solving ability and promote autonomous learning and the ability to make informed choices, should be considered and planned for and evaluated.
- The contribution of lesson design to the Social, Moral, Spiritual and Cultural development of students should be considered, planned for and evaluated.
- Rich opportunities to learn from computing should be incorporated into lessons

Conclusion

If staff work together to establish this unified, yet adaptable, approach to learning and teaching it will enable students to make good progress in a stable and well understood learning environment while the curriculum continues to change and develop. The outcome will be confident, autonomous students who are well equipped to continue their learning beyond Coal Clough Academy and confident professionals who are able to share their own good practice and develop the skills of others.

This policy is to be read in conjunction with other policies such as Assessment, Marking, Behaviour and Special Educational Needs Disabilities.