



# **ABBAY COLLEGE TEACHING and LEARNING POLICY**

# Abbey College

## Teaching and Learning Policy

*'If we want to create a workplace that values idealism, human connection, and real, in depth learning, we will have to create it ourselves'.*

*Peter Block*

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## **Abbey College Teaching and Learning Policy**

### **Rationale:**

Our core purpose as a school is to provide the best possible education for all our students. To achieve this aim we need to reflect on how we teach and the way in which students learn, which is enhanced through the opportunities provided through Technology College status. This document is intended to help us work as effectively as possible.

### **Objectives:**

This policy aims to:

1. Outline the generic factors which create the conditions for good teaching and learning.
2. Draw on the expertise within departments to identify the subject specific factors that will enhance learning and teaching still further.
3. To clarify expectations that ensures that we maintain the highest quality in all that we do. This will:
  - support individual teachers in maintaining a high level of performance;
  - enable Directors of Learning/ Subject leaders to ensure that effective teaching and learning takes place;
  - provide SLT with the information needed to evaluate progress, plan training, and report systematically to Governors on the quality of work in the school.

***‘All human beings are born with unique gifts. The healthy functioning of our community depends on its capacity to develop each gift.’***

**Peter Senge – ‘The Learning School.’**

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**Guidelines:**

**1. Planning and preparation**

To provide the conditions for good teaching and learning, teachers and learners at Abbey College will:

<b>Teachers</b>	<b>Learners</b>
<ul style="list-style-type: none"> <li>• Be well organised and start their lessons with clear aims and purposes;</li> <li>• Have planned the learning objectives and outcomes carefully and shared or developed the success criteria with the class in line with the faculty Scheme of Work;</li> <li>• Recognise that in their planning students progress at different rates and prepare differentiated tasks accordingly</li> <li>• Liaise fully with Teaching Assistants to ensure a partnership with shared objectives and expectations;</li> <li>• Plan home learning or other 'out of class' work to sustain learners progress and to extend and consolidate their learning;</li> <li>• Have studied prior attainment data to establish appropriate targets for each student.</li> <li>• Ensure that lesson plans will include Personal Learning and Thinking Skills (PLTS), Assessment for Learning (AfL), Social and Emotional Aspects of Learning (SEAL), Literacy and IEPs are considered in the planning (see supporting documents).</li> </ul>	<ul style="list-style-type: none"> <li>• Be well organised and bring the correct equipment;</li> <li>• Be prepared to listen carefully to the learning objectives and be willing to contribute to devising the success criteria;</li> <li>• Avoid distractions and concentrate on the given task;</li> <li>• Ask for assistance if needed;</li> <li>• Organise their time to complete home learning tasks and develop independent learning skills;</li> <li>• Know subject targets (or know where to locate them in planner) and know how to reach them;</li> </ul>

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**2. Conditions for Learning**

To provide the conditions for good teaching and learning, teachers and learners at Abbey College will:

<b>Teachers</b>	<b>Learners</b>
<ul style="list-style-type: none"> <li>• Start the learning with the big picture and clear starter (within first 5 minutes) and end the lesson on time with a plenary;</li> <li>• Relate the learning to the real world using community links where possible;</li> <li>• Introduce activities using: visual, auditory (listening) and kinaesthetic (action/doing) methods; as well as a mixture of: individual, pair, group and whole class activities;</li> <li>• Teach through technology if it helps learning;</li> <li>• Try to communicate with every learner, every lesson;</li> <li>• Review verbal or written work formatively; within a two week period;</li> <li>• Give at least 2 individuals a positive iBehave per lesson, on average;</li> <li>• Model respect, including speaking calmly;</li> <li>• Follow the Making Choices Behaviour Policy;</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Co-operation:</b> We agree to work together with everyone in our community</li> <li>• <b>Organisation:</b> We agree to be ready to learn.</li> <li>• <b>Maturity:</b> We agree to act sensibly and display respectful behaviour.</li> <li>• <b>Motivation:</b> We will get involved and put 100% effort into everything we do.</li> <li>• <b>Initiative:</b> We agree to take responsibility, decide what to do and do it.</li> <li>• <b>Tolerance:</b> We agree to accept others and treat everyone equally.</li> </ul>

**3. Teaching and Learning styles**

To ensure that learning is optimised, teachers and learners at Abbey College should:

<b>Teachers</b>	<b>Learners</b>
<ul style="list-style-type: none"> <li>• Use a variety of styles appropriate to the range of tasks in a lesson;</li> <li>• Encourage all learners to participate in the lesson and ensure that their contribution is seen to be valued;</li> <li>• Use a range of questioning techniques to consolidate, extend and probe students' knowledge and understanding;</li> <li>• Show passion and enthusiasm for their subject;</li> <li>• Recognise the importance of the skills of using body language and tone of voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to co contribute to a variety of learning tasks;</li> <li>• Take an active role in the lesson and respond appropriately;</li> <li>• Be prepared to answer questions and contribute in pair, group and whole class activities;</li> <li>• Remain focussed and engaged to ensure pride in their work;</li> <li>• Recognise the importance of the skills of using body language and tone of voice.</li> </ul>

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**4. The resources used for learning**

To provide the conditions for good teaching and learning, teachers and learners at Abbey College should ensure that:

<b>Teachers</b>	<b>Learners</b>
<ul style="list-style-type: none"> <li>• Resources look attractive and professional. They should be current, relevant and challenging and suitable for the students using them.</li> <li>• Resources stimulate a variety of senses: including audio, visual, textual and graphic;</li> <li>• A range of technology is used appropriately to enhance learning;</li> <li>• Applied learning through links with the community are explored.</li> </ul>	<ul style="list-style-type: none"> <li>• They respect all resources to allow learning to take place;</li> <li>• Be prepared to use a range of resources to enhance learning;</li> <li>• They actively seek to develop skills through the use of technology;</li> <li>• They enhance their skills through links and opportunities offered by the community.</li> </ul>

**5. The Pace and Challenge of lessons**

To provide the conditions for good teaching and learning teachers and learners at Abbey College should ensure that:

<b>Teachers</b>	<b>Learners</b>
<ul style="list-style-type: none"> <li>• Each lesson begins crisply and punctually to establish interest through a clear introduction/starter activity;</li> <li>• They recognise the crucial role of intervention, knowing when to challenge/speed up/slow down/demand more;</li> <li>• They allow sufficient time in the lesson for home learning to be set and fully understood by students. Home learning should be written on the board for students to copy into their planners;</li> <li>• Time is given to reflect on what has been achieved (the Plenary).</li> </ul>	<ul style="list-style-type: none"> <li>• They engage themselves in the task following a prompt arrival;</li> <li>• They are able to work independently towards target levels but are also able to seek advice from the teacher when required;</li> <li>• Planners are taken to every lesson so they can record any Home learning tasks given;</li> <li>• They reflect on their work in the plenary and as home learning in preparation for the next lesson;</li> </ul>

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**6. Teacher/student relationship**

To provide the conditions for good teaching and learning, an environment of mutual respect is fostered through:

<b>Teachers</b>	<b>Learners</b>
<ul style="list-style-type: none"> <li>• Providing a safe and secure environment in which students can work;</li> <li>• Using praise and humour to foster good relationships;</li> <li>• Recognising the importance of receiving and dismissing students in an orderly and positive way;</li> <li>• Being consistent, in both applying sanctions, and equally giving rewards.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and respecting that all students have the right to learn;</li> <li>• Recognising and respecting that all teachers have the right to teach;</li> </ul>

**6. Assessment, marking and feedback**

Teachers and learners should:

<b>Teachers</b>	<b>Learners</b>
<ul style="list-style-type: none"> <li>• Apply departmental policies in conjunction with the whole-school policy on assessment and marking consistently;</li> <li>• Use assessment as an integral part of the lesson (via questioning, sharing or work etc);</li> <li>• Include comments within the body of the work which allow learners to know how to improve their work;</li> <li>• Provide feedback quickly to motivate students;</li> <li>• Use verbal feedback during lessons to enable students to make progress;</li> <li>• Adhere to department systems of record keeping ensuring that useful information is passed on from one teacher to the next;</li> </ul>	<ul style="list-style-type: none"> <li>• Be encouraged to take responsibility for their own learning through self, peer assessment and target setting;</li> <li>• Play an active role in responding to written comments in order to improve their work;</li> <li>• Agree with your teacher a time to have work returned;</li> <li>• Respond to verbal and written feedback to show a greater level of understanding;</li> <li>• Ensure that all levels of progress are recorded in planners;</li> </ul>

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**8. Home Learning**

Teachers and Learners should:

<b>Teachers</b>	<b>Learners</b>
<ul style="list-style-type: none"> <li>• Make sure a range of home learning tasks are set which are suitable and appropriate for students and which reinforce and extend learning;</li> <li>• Ensure that home learning is recorded in the student planner so that students and parents have a clear record of the work that is set;</li> <li>• Set home learning in good time so that questions can be asked and answered;</li> <li>• Seek opportunities to use technology to enhance home learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that home learning is completed on time and in accordance with the home learning timetable. It should be completed to the best of his/her ability and re-submitted if necessary.</li> <li>• Record home learning tasks are recorded in planners and catch up work if they are absent;</li> <li>• Take full advantage of opportunities to support home learning with technology.</li> </ul>

**9. Working as part of a Learning Team**

<b>Teachers and learners should:</b>
<ul style="list-style-type: none"> <li>• Feel confident to share successes/problems with colleagues / peers / community;</li> <li>• Create regular opportunities to share good practice and reflect on impact;</li> <li>• Feel valued and have an opportunity to contribute to learning decisions;</li> <li>• Teachers should feel confident to invite colleagues into their lessons to support and share teaching experiences;</li> <li>• Expect that Directors of Learning (DoLs), in partnership with SLT, to monitor the work of Learning Areas to achieve quality assurance;</li> <li>• Consider and have access to effective collaboration between Learning Areas.</li> <li>• Contribute to evaluating success, to ensure continued development and improvement.</li> </ul>

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**10. Summary**

To deliver an effective lesson to take place, teachers and learners need to:

Teachers	Learners
<ul style="list-style-type: none"> <li>• Set the context: tell the students what the lesson is about and what they are going to learn. Connect it with previous and future learning.</li> <li>• Have an interesting and stimulating introduction/starter which seizes their attention.</li> <li>• Make sure that planning recognises the differing abilities within the group and individual challenge is planned accordingly.</li> <li>• Include a variety of activities and groupings, and keep to the timed deadlines which you have set.</li> <li>• Ensure different learning styles are catered for: visual, auditory, kinaesthetic, interactive.</li> <li>• Make sure that during lessons, everyone is focused and engaged. Do not let lack of commitment or poor attitudes go unchallenged.</li> <li>• Assess progress and understanding at various points in the lesson and use the outcomes formatively.</li> <li>• Give feedback and encouragement to the class and to individuals be specific about achievements. Tell students how they are getting on and what they need to do to get better.</li> <li>• Use the plenary to check what the students have learned and affirm goals and targets which have been reached.</li> <li>• Preview the work of the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Show that they are making sufficient progress by connecting this lesson to prior and future learning;</li> <li>• Engage themselves in the task following a prompt arrival;</li> <li>• Be well informed about their own progress, take responsibility for it and know how to improve;</li> <li>• Be actively involved in all learning tasks;</li> <li>• Be prepared to contribute to a variety of learning tasks;</li> <li>• Remain focussed and engaged and challenge others that are disrupting learning;</li> <li>• Assess progress and understanding at various points in the lesson and use level/grade descriptors to inform the next steps;</li> <li>• Respond and act on advice to the next steps in learning. Be involved in given feedback to other learners;</li> <li>• Reflect on previous learning in preparation for future lessons, including catching up on work that has been missed;</li> <li>• Show active preparation for next steps in learning.</li> </ul>

**Conclusion:**

**By following this policy, teachers and learners are more likely to ensure that effective teaching and learning is taking place.**

Policy developed by: Teaching and Learning Group May 2010

Date Adopted: 16<sup>th</sup> September 2010

Governor Committee: Curriculum, Standards and Specialist School Status

Review date: September 2012 – **Deferred several times re write due by November 2013**

**Minutes of Curriculum and Student Progress meeting refer 08.05.13**

Supporting Documents:

- Making Choices Policy
- Assessment and Coursework Policy
- Special Educational Needs Policy
- Home Learning Policy
- AG&T Policy
- Learning Area Handbooks
- Community Learning Policy

