

# Teaching and Learning Policy

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## 1. Rationale

This document is a statement of the aims, principles and strategies for teaching and learning at The Langley Academy. It is the method through which we offer a knowledge curriculum and its implementation is the responsibility of all the members of the school community.

We will ensure that all students have the opportunity to progress regardless of gender, race, first language, physical or intellectual ability. Expectations are high and we will support but never limit students' progress. Assessments will not involve cultural, social, linguistic or gender bias.

This policy links to:

Assessment, Marking and Feedback Policy  
Curriculum Policy

## 2. Teaching and learning

We believe that students learn best when they:

- Are interested and motivated
- Achieve success and gain approval
- Are clear about expectations in their work and behaviour
- Are given appropriate tasks
- Feel valued, secure and confident
- Are challenged and stimulated
- Receive feedback about their performance

## 3. The learning environment

This will be organised to ensure that students have the opportunity to:

- Work individually, in pairs, and as a class
- Make decisions
- Explore and solve problems
- Ask questions
- Be creative
- Develop social skills
- Develop independence and use initiative

- Participate in enrichment
- Contribute to school life

Learning will take place in a stimulating learning environment that:

- Is welcoming, happy, caring and nurturing
- Is both challenging and supportive
- Celebrates success and supports students to realise their full potential
- Encourages mutual respect
- Is well organised, safe, tidy with well-presented displays
- Has resources that are attractive, labelled and accessible
- Is non-partisan in terms of resources and delivery
- Has an agreed code of behaviour 'owned' by the students

#### **4. Staff responsibilities**

- Ensure there are clear objectives and success criteria which the students understand
- Provide feedback which informs the next steps in their learning
- Give students opportunities to reflect on their learning through target setting
- Plan lessons which have pace and structure
- Provide a working environment where expectations are high
- Provide appropriate resources and support materials
- Continue to widen their subject knowledge and developments in education
- Engage in professional development and learning through the PED group communities and other opportunities, such as classroom observation
- Use differentiation and groupings to enable all students to learn effectively
- Utilise effective assessments and record accurate information that informs planning
- Communicating with parents and keeping them informed of student's progress

#### **5. Student responsibilities**

- Respect other students, adults and The Academy environment
- Work to the best of their abilities
- Be punctual and organised with the appropriate equipment
- Be positive and active to make use of all opportunities
- Have pride in their work, their class and The Langley Academy
- Take responsibility for their learning
- Make a positive contribution to the school community and beyond

#### **6. Parent responsibilities**

- Ensure their children attend regularly and punctually
- Support the ethos and decisions of the school
- Share responsibility for their children's learning, be realistic and offer encouragement and praise
- Attend parents' evenings and curriculum meetings
- Support the children in terms of homework
- Encourage independence in their children
- Communicate with staff any concerns about their children
- Respect other members of the school community

## 7. Governor responsibilities

- Work in partnership with staff, students and parents to support the aims and objectives of The Academy
- Support initiatives for students and parents
- Be accessible to parents and staff
- Take responsibility for their own training and development so that they understand The Academy
- Carry out monitoring and support staff where appropriate

## 8. Celebrating achievement

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of school life, by;

- Verbal or written praise by adults and peers
- Displays of work
- Opportunities to perform or share
- Encouraging self-esteem
- Rewards within our Behaviour Policy
- Sharing success with the community

## 9. Quality assurance

Every half term each faculty will undertake a review of one or two year groups. Part of this process will involve learning walks, student focus groups and book looks.

## 10. Strategies for ensuring progression and continuity

Planning

- Quality assurance process supports the development of teaching and learning
- Ongoing review and development of schemes of work
- Medium term plans and yearly overview by teachers
- Faculty meetings discuss curriculum developments and initiatives
- Monitoring of progress by Head of Faculty and leadership team

Feedback and marking, assessment and record keeping

- Ensure continuity by using methods of marking set out in the Assessment, Marking and Feedback policy as well as being informed by the Marking and Feedback PED group.
- Regular records of assessments

## 10. Monitoring and Evaluation

This policy will be reviewed by staff and governors. Changes will be made to ensure that this policy reflects best practice and is up to date.

**Review Date: May 2019**

**Ratified Date: January 2020**

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**Date of next Review: May 2021**