



**Lakelands**  
Academy

# **Teaching & Learning Policy**

**Next review summer 2022**

## **Rationale**

This policy outlines the way in which Teaching and Learning supports the ethos within the academy and how this fosters the qualities we seek to develop and prepare students for life. The core activities of Teaching and Learning are fundamental to our commitment to develop students' abilities and ensure they achieve their best. Central to our philosophy is for learning to be enjoyable, for students to thrive and be empowered with the opportunities and confidence required for them to have to take responsibility and become independent learners.

## **Aims of the policy**

- To constantly improve the quality of teaching across the academy.
- To raise the level of student achievement and progress by ensuring they are supported in achieving their best through the application of effective pedagogy.
- To provide staff with clear indications of the academy's expectations.
- To establish a range of good practices in respect of Teaching and Learning.
- To provide agreed focus and criteria for monitoring Teaching and Learning

## **Reflective Practice**

### ***All teachers are responsible for the following:***

- They undertake a coaching cycle each half-term (2 half hour coaching sessions / 1 observation) with a colleague in order to strengthen their practice.
- They demonstrate a willingness to adapt their practice to maximise student learning and progress.
- They embrace opportunities for sharing good practice within teams and across the academy.

## **Excellent Teaching**

### ***All teaching staff are responsible for ensuring the following happens consistently in lessons:***

## **Lesson Structure & Climate**

- Identify the most appropriate and effective activities for the learning objectives.
- Ensure that expectations are made clear to students and the focus on key learning is maintained.
- Begin lessons with a direct link to previous learning, repeatedly embedding key knowledge so it *sticks*.
- Use a range of teaching resources, styles and appropriate pedagogical methods, including strategies that make learning clear, visual and memorable, such as advance and knowledge organisers.
- Plan effective use of other adults, working in partnership with them to maximise students' progress.

- Create a stimulating environment and convey a sense of enjoyment through their lessons.
- Facilitate understanding and awareness of *how* the students are learning (metacognition), encouraging a 'Growth Mindset' (*Embrace challenges, persist in the face of setbacks, see mistakes as part of the learning process, see effort as the path to mastery, learn from criticism, learn from the successes of others- see the work of Carol Dweck: Mindset*).
- Value students' contributions, feedback constructively to students and celebrate their achievements, encouraging talk and thinking time.
- Manage the classroom in a manner that promotes positive behaviour and a safe and healthy environment.
- Wherever possible, create opportunities to enhance spiritual, moral, social and cultural awareness (SMSC).

### **Assessment for Learning (AfL) in Lessons**

- Embed AfL into planning and use ongoing assessment to inform planning and target-setting to meet the needs of individual students and groups – addressing the full range of abilities and maintaining a close focus on those that are disadvantaged and at risk of underachieving.
- Ensure clarity of intentions in terms of precise and clear learning objectives (WALT/WILF), differentiated success criteria, and ensure pupils are aware of learning outcomes.
- Ensure that students are engaged with the learning objectives (WALT/WILF) through carefully prepared activities and that WILFs are recorded in exercise books.
- Implement a lesson structure which provides opportunities to focus on and revisit the learning objectives at regular points (not just at the end of the lesson).
- Encourage students to develop and practise new learning in order to achieve the learning objective.
- Use a range of effective assessment strategies (including teacher, self and peer feedback).

### **Written Feedback**

The focus of written feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills. Marking is most effective when the student knows:

1. The purpose of the task
2. How far they have achieved this
3. How to move closer towards their goal of learning.

*Please see the Lakelands Marking Policy.*

### **Differentiation**

- Know the students' capabilities well and understand any factors that may affect their learning.
- Provide, where appropriate, differentiated resources that take into consideration the needs of individual students.

- Provide activities that extend students and promote independence.
- Recognise student diversity and create an atmosphere conducive to the promotion of student involvement and self-concept.
- Use appropriate communication strategies for different individuals or groups.
- Use questioning to challenge students and deepen learning (Bloom's is a useful tool for differentiating questioning).
- Check students' understanding and adapt strategies to maximise pupil learning.
- Work in line with equal opportunities policies and ensure the entitlement of all students.

### **Excellent Learning:**

***In order to enable students to achieve their full potential, learning experiences should provide the opportunity for them to:***

- become increasingly independent, self-motivated learners.
- receive feedback on how they are doing and how they can improve.
- make significant progress and build upon their own successes.
- acquire essential skills for life and practise them in a variety of situations.
- become engaged, apply themselves and concentrate.
- communicate in a variety of ways.
- use technology as an aid to learning.
- value themselves and others as learners, working well alongside others.

### ***Students learn best when:***

- the pedagogy is tailored to their learning needs.
- they know what is expected of them.
- they are given regular, diagnostic feedback, identifying strengths and areas for improvement.
- they show interest in how well they are doing and how they can improve.
- personal learning objectives and learning outcomes are clear.
- the curriculum is relevant, challenging and achievable.
- they are interested, happy, enthusiastic and motivated.
- they have appropriate resources, equipment and activities to meet their needs.
- they feel secure, are praised, rewarded, encouraged and their success is celebrated and have a good relationship with staff who treat them with respect.