



The Aylesbury Vale Academy

Success Beyond Belief

A Church of England Academy

TEACHING AND LEARNING POLICY

SEPTEMBER 2009

VISION:

That every young person graduates from Aylesbury Vale Academy as citizens of an international community where they have the mobility borne from their outlook, qualifications, skills and experience to be **successful beyond belief**. Improved outcomes will relate to Every Child Matters.

GUIDING PRINCIPLES: WE ADOPT THE CHRISTIAN VALUES OF:

- Honesty
- Respect
- Compassion
- Love
- Forgiveness
- Self-discipline
- Creativity
- Hope

OBJECTIVES:

1. To ensure that all departments operate from a scheme of work.
2. Monitor the developments of homework to the Academy's website and moodle.
3. Ensure that regular assessment takes place throughout the Academy.
4. Evaluate the outcomes of regular lesson observation rounds performed by the Academy.

MONITORING (via Governors' Scrutiny Committee):

1. Throughout the academic year the committee will ask to see the full range of department schemes of work.
2. The committee will gain evidence via the website of all homework on it and match it against the planned development time-line.
3. The chair of the committee will ask to see a range of books from a department.
4. The committee will be provided with the findings of the most recent lesson observation round.
5. Visit the Academy to follow lines of enquiry as a result of the committee meeting (adhering to the protocol for governor visits).
6. The committee may request an external inspection of teaching and learning from time to time in order to assess the accuracy of the Academy's own monitoring.

REVIEWING

The Governing Body is responsible for reviewing its policies and the Principal is responsible for reporting on the implementation of the policy.

1. Has the policy been successfully implemented?
2. Has the policy had the intended impact in the Academy and on the young people?
3. Are the current objectives to remain the same and do they support other policies and development priorities?

NOMINATED MEMBER OF STAFF:

VICE PRINCIPAL

APPENDIX 1

Operating Statement

Aylesbury Vale Academy is a learning community within which all students can be engaged, inspired and motivated. Learning is a constant process which enables students to be equipped for life

through the acquisition of knowledge, skills and experiences. This enables them to be prepared for the opportunities, responsibilities and experiences of adult life.

Our aim is to overcome any barriers to learning and support our students and staff in their role as lifelong learners. High quality teaching, based on good subject knowledge and a clear understanding of the National Curriculum are the foundations of our policy.

We hold all our students in equal and positive regard and our expectation of them is that they treat all adults and each other in our school community with the utmost respect and civility in order to be equal partners in the learning process.

Teaching is a structured process which enables all students to develop their creativity, creative thinking, emotional intelligence, understanding and independence. Their effectiveness and impact of the process can only be measured by how well the students have progressed.

We want to ensure that Aylesbury Vale Academy is an Academy that is always striving for excellence. Standards rise when staff and students have absolute clarity of expectation.

APPENDIX 2

Effective Teaching

All teachers must aim to

1. **Make their lessons purposeful**

- Through carefully planned, well structured (3 part) and paced lessons.
- By making aims and objectives explicit to students at the beginning of each lesson, task or topic and involving students actively in their evaluation of learning achievement.
- Through explicitly checking understanding and reviewing work covered in each task or topic.
- By being ready to welcome students into their learning environment on time and avoiding dead minutes at the end.

2. **Make lessons interesting, stimulating and enjoyable**

- By consciously showing enthusiasm and positivity for about their subject and learning.
- By devising imaginative/creative approaches to the development of knowledge and skills.
- By varying teaching styles (**V**isual, **A**uditory, **K**inaesthetic), learning activities and the learning environment to maintain students' interest and take account of learning styles.
- By using praise and positive reinforcement to foster self-esteem, motivation and confidence.
- By regularly displaying examples of students' work and other relevant stimuli.

3. **Create an orderly, healthy and safe learning environment and manage classes effectively**

- By matching teaching style to lesson objectives and group dynamic.
- By being consistent about classroom procedures and the Behaviour for Learning Policy.
- By setting and marking homework regularly, consistently and usefully and following-up non-completion.
- By keeping up to date and accurate records in mark book and spreadsheets and submitting assessment data for reporting in line with the published deadlines.
- By setting and achieving high standards of behaviour and motivation.
- By regularly updating relevant display for learning.

4. **Match learning activities/opportunities to all abilities and preferences**

- By using appropriate differentiated materials and tasks which ensure students' active participation in lessons, for the most able students as well as for those with SEN.
- By working proactively with Teaching Assistants.
- By setting high expectations for all students, rewarding achievements with praise.

- Effective use of Assessment for Learning.
 - To identify gifted and talented students in the group and ensure that they are challenged.
 - Take advantage, where appropriate, to embed literacy and numeracy skills.
- 5. Develop positive and productive working relationships with students**
- Through confident and assured command of subject matter, which is regularly updated.
 - Through appropriate professional development, observations, discussions and INSET.
 - By being clear with instructions, questions and explanations.
 - By understanding and promoting the value of focused discussion and setting ground rules for speaking and listening.
 - Through actively promoting equal opportunities through the learning and teaching process.
 - By responding to all potential concerns as quickly as possible and making sure that appropriate follow-up is maintained.
 - By ensuring coursework for all qualifications is completed by deadlines.
 - Supporting students by holding after-school coursework revisions sessions where appropriate.
- 6. Use both formative and summative assessment to evaluate students' progress and to inform future teaching plans**
- By using a variety of formative in-class assessment, which relates to the subject area.
 - By marking consistently and positively in line with the whole Academy policy.
 - By giving regular feedback either through marking of work or verbally to students about their work and setting them achievable targets.
 - By encouraging self-assessment and peer assessment in the drive to strive for improvement.
 - By encouraging and trusting students to take responsibility for their own learning eg through guided study, self assessment and small scale opportunities for them to teach the result of the class, another individual or small group.
 - By checking progress against potential by using benchmark data.
 - By statistically analysing individuals and whole class performance in relation to the provided benchmark data.
 - By taking part in regular departmental standardisation sessions.
- 7. Create further opportunities for learning**
- All teachers have a responsibility to promote the Academy's Behaviour for Learning Policy and values for consistency.
 - Assemblies should start promptly, be well planned, involve opportunities for student participation wherever possible, offer time for reflection and finish in good time.
 - Tutor time should also be well organised and allow students to develop their own ideas and thoughts through challenging, stimulating and up-to-date material.
 - The Academy's Behaviour for Learning should be promoted in all lessons around the Academy and when students are representing the Academy on trips and visits.
 - Extra curricular activities should be open and encourage all students who wish to attend. They should provide opportunities for extending learning beyond the classroom. They should also be published on a regular basis to ensure that all students are aware of opportunities available to them.
 - Encourage and support students to develop an interest in the subject outside of the classroom. On residential trips it is also important for the students to be able to reflect on the learning that has taken place which is part of their social, moral and spiritual development.

APPENDIX 3

Effective Learning

Where learning is effective, students

1. Are motivated to

- Improve their performance and be willing to learn from areas for development as well as strengths.
 - Enjoy lessons and readily respond to the challenge of the tasks set.
 - Demonstrate, in assessments and tests, which they are performing at least as well as can be expected, according to standards for their age and ability.
 - Care about the presentation of their work and look after resources.
- 2. Take responsibility for**
- Their learning.
 - Evaluating their achievement of learning objectives.
 - Concentrating on tasks set and listening attentively when required.
 - Developing the confidence to raise questions, to try to find answers and asking for help when needed.
 - Helping each other and working collaboratively as well as independently.
- 3. Have developed or are developing the following skills**
- Persevere with tasks they find difficult without losing heart.
 - Respond positively to opportunities given to extend their learning.
 - The ability to modify and redraft work.
 - Meet deadlines.
 - Retain knowledge, apply it in unfamiliar contexts and make connections with other work.
- 4. Understand the implications of social learning by**
- Arriving on time to lessons, appropriately equipped.
 - Behave appropriately at all times.
 - Being able to adapt easily to different ways of working.
 - Evaluating their own work and making realistic judgements about it.
 - Communicating information and ideas, offering comments and explanations.
 - Feeling that they are valued by their teachers and that their achievements are being recognised.

APPENDIX 4

Expected Teaching Learning Routines

We aim for a consistent diet for all students – to allow that to happen everyone must follow Teaching and Learning routines for effective delivery of your subject/lesson.

- Meet and greet at classroom door/in corridor at start of lesson
- Coats and bags stowed away
- Planner, equipment and exercise books on desk
- Register class within 10 minutes (it does not have to happen straight away)
- Lesson objectives on board
- Lesson objectives shared with students
- Know your students (ie EBD/SEN/EAL)
- Planning to demonstrate 3 part lesson
- Pace/challenge and differentiation to be evident
- Demonstrate that TA has part to play
- Relevant/purposeful homework to be set during lesson. Due date noted in Planner by student
- Use plenary to demonstrate/assess progress of students (through Q and A for example)
- Ensure students' books have diagnostic marking that reflects the Academy Assessment Policy
- Dismiss class on buzzer signal and ensure orderly exit. Place yourself by the door and observe corridor

APPENDIX 5

The Observation Process

Throughout the Academy Year there will be three formal internal observations for the purposes of performance management and others as required. This does not include external inspections of teaching and learning or inspections.

The schedule of observations will be planned in to the Academy Year in advance of each year. This is does not include external inspections of teaching and learning.

- If a member of staff needs support to achieve their target for the year, this will normally be provided within two weeks of each observation.
 - It will normally be a development observation based upon the specific areas of required improvement given during the feedback from the original observation.
 - Staff may be offered more than one development observation in between any two formal internal observations to support their progress to meeting their targets.
- If a member of staff then needs additional support this will be provided through the informal stages of capability.

APPROVED	July 2009		
REVIEW DATE	July 2010		
SIGNED PRINCIPAL		PRINT NAME	
SIGNED CHAIR OF GOVERNORS		PRINT NAME	