



Mildenhall College
A C A D E M Y

Teaching and Learning Policy

Adoption Date: June 2017

Last Reviewed: June 2017

Next Review: June 2020

This policy is reviewed every three years. It can be reviewed sooner if amendments to legislation or educational practice necessitate a change.

Links to other policies:

- SEND Policy
- Checking and Marking Policy
- Assessment, Recording and Reporting Policy
- Behaviour for Learning Policy
- Rewards and Sanction Policy
- Communication, Reading and Writing Policy
- Numeracy Policy
- Curriculum Policy
- Equalities Policy

Ethos:

The Academy aims to:

- Deliver high quality lessons which stimulate, challenge and inspire all our pupils to learn and make progress
- Develop a curriculum designed to meet the learning needs of all our pupils so that each individual has the equality of opportunity to achieve his/her own potential
- Produce an experience of learning which maximises technological approaches and enriches pupil understanding of the technological links between subjects
- Provide clear and constructive feedback to pupils which will enable pupils to improve and progress
- Develop confident, disciplined, enquiring and independent learners capable of making informed decisions
- Help pupils acquire and develop skills and knowledge required to make positive contributions as citizens of the 21st Century
- Foster in all our pupils respect, understanding and tolerance for the beliefs and values of other peoples and cultures
- Develop the view that learning is a lifelong experience

The Academy Leadership Team will support the achievements of these aims by:

- Being clearly focused on the quality of teaching and effective learning
- Developing the processes which enable formative and summative assessment to take place consistently across the academy
- Endorsing activities which add depth and breadth to the learning experience
- Managing and allocating resources in line with current priorities and with transparency
- Supporting colleagues in the setting of high standards and expectations
- Not tolerating disruption to the learning of any pupil
- Establishing clear and effective procedures for two-way communication with parents/carers
- Recognising and rewarding achievement of all kinds
- Monitoring and evaluating the curriculum regularly

Faculty and Subject Leaders will:

- Have in place Schemes of Work which are clear about:
 - Content
 - Learning outcomes
 - Strategies for and examples of differentiated tasks
 - Accommodation of different learning styles
 - Homework tasks
- Make specific reference to:
 - SMSC (Spiritual, Moral, Social and Cultural)
 - Work related learning
 - Literacy
 - Numeracy
- Deploy colleagues according to individual strengths and pupil need
- Review setting arrangements and grouping
- Develop strategies for target setting as pupils move through courses
- Monitor pupil performance and tackle underachievement with targeted intervention
- Observe lessons and feedback to staff strengths and areas for development
- Scrutinise pupils' work and feedback to individual teachers on standards, AFL and marking.
- Check planning records throughout the year

Individual Teachers will:

- Plan structured lessons which:
 - Strive to meet the learning needs of all pupils
 - Build on prior knowledge
 - Challenge and inspire pupils to learn through pace and variety of tasks
 - Review previous learning
- Record and retain lesson plans
- Monitor progress of pupils
- Use AFL as a regular and transparent tool ensure to pupil progress
- Have high expectations of all pupils
- Set high standards for behaviour and conduct, in line with the Academy Behaviour policy
- Create a stimulating and positive learning environment
- Keep abreast of developments within subject areas, maintaining high standards of subject knowledge
- Provide pupils with high quality feedback on their work, which enables further learning and improvement to take place
- Make effective use of resources, including ICT and pupil support
- Make effective use of homework
- Encourage courtesy and mutual respect

House Leaders will:

- Promote learning and achievement through assemblies
- Advise pupils of deadlines and help pupils achieve their targets
- Monitor pupil progress across subjects for all pupils and liaise with Form Tutors and teachers in considering appropriate support and intervention

Form Tutors will:

- Support learning and achievement through a structured approach to form time
- Act as Assertive Mentors to pupils and help them achieve their targets
- Monitor pupil progress and liaise with House Leaders, parents/carers and teachers in considering appropriate support and intervention

Monitoring the implementation of this policy will include lesson observation, work scrutiny and pupil feedback.

The Academy Expects Learners to:

- Attend regularly and on time
- Do all classwork and homework as well as they can and meet deadlines
- Bring all the equipment they need every day
- Support their own learning and the learning of others by adhering to the Academy rules
- Take an active part in reviewing their own learning and progress through the 'Learning Conversations' they will have with their tutors and subject teachers
- Keep track of their progress and know their targets

Our key principles are set out in our MCA10 Charter which is shared with staff, parents and students and displayed in all classrooms.

MCA10

Equipment Be prepared for lessons by having your equipment and planner ready at the start of each lesson. Make sure you are wearing your uniform correctly.

Learning Objectives Make sure you know and understand the learning objectives at the start of each lesson. Work towards them and the success criteria, to the best of your ability and personal level.

Record Your Homework Make sure you record all homework in your planner. Complete your homework to the best of your ability and hand it in on time.

Never Give Up Make sure you challenge yourself and have high expectations. Do not give up when your work challenges you. Develop the confidence to take risks and make mistakes and to show resilience when the going gets tough.

Get involved, Ask and Answer Questions and have the confidence to ask and answer challenging questions that are going to improve your understanding and learning.

CB3B4ME Work independently without your teacher. Do not get distracted when the work is difficult. Try to solve the problem in other ways before you ask the teacher.

Ace Points Respect the ACE points system. Aim to get ACE points by completing all tasks to the best of your ability.

Respect When you are working in groups: include everyone equally; show your leadership potential; join in positively and stay focused.

Celebrate Success be proud of your work and contribution to the academy and strive to do the best you can.

Next Steps Know what you need to do to get to the next level in your learning opportunities. Seek out and get involved in learning opportunities outside of the classroom.

Appendix 2 Academy teaching and learning principles:

Academy Statement	Therefore
1. At MCA we aspire to be the best we can be in everything we do.	Our Teaching and Learning Policy will provide a framework for staff to plan a variety of engaging tasks through a cycle of learning in order to maximise the potential of every student.
2. At MCA everyone respects and cares for each other and the community around them.	We will create an environment for learning where, through mutual respect, students are encouraged to take personal responsibility for their own learning and the learning of others.
3. At MCA we are forward thinking and forgiving.	Teachers will enable students to feel safe enough to take risks and make mistakes realising that this approach can result in progress and the building of confidence.
4. At MCA we embrace the positives in our community.	Teachers will deliver high quality, well prepared and resourced lessons which will enable students to see the relevance of what they are learning and, in so doing, enable them to transfer and develop existing skills.
5. At MCA we show integrity and take responsibility for our choices.	Students feel confident to interact, take risks and engage in learning knowing that both the teacher and the learner have a shared responsibility to extend the learning of the student to the next level.

Appendix 3 - A Quick Reference for Great Lessons

1. **Put yourself in their shoes:** where are the students at (academically, motivationally)? What are their prior learning, understanding and attitude?
2. **Big Picture:** how does this lesson fit into the wider scheme of things; why is it important? Share the goals and review regularly.

Student's Shoes		Teacher's Shoes
1.	<p>How can I prepare to learn? <i>I come to the lesson organised to learn.</i> <i>I feel confident to interact.</i> <i>I am prepared to take a risk.</i> <i>I am willing to engage.</i> <i>I prepare mentally.</i></p>	<p>What will I do to enable students to learn? <i>I thoroughly know the topic I am teaching.</i> <i>I have planned a challenging, differentiated and appropriate lesson.</i> <i>I know my class and their needs.</i> <i>I plan a variety of engaging tasks through a cycle of learning.</i> <i>I effectively use my support staff.</i> <i>I have prepared my learning environment.</i> <i>I have high expectations of my students.</i> <i>I know where to seek guidance and support if needed.</i></p>
2.	<p>What will I learn today? <i>I know what I have to achieve and why.</i> <i>I listen actively to the process explained.</i> <i>I feel equipped for the journey.</i></p>	<p>How will I share with students what they need to learn? <i>I provide a path through which students can take responsibility for their own learning.</i> <i>I manage any issues with equipment and resources.</i> <i>I assess where students are and adjust the learning outcomes accordingly.</i> <i>I enable students to see the relevance of what they are learning and also transfer and develop existing skills.</i></p>
3.	<p>What will my teachers do to help me learn? <i>They guide me to a working group.</i> <i>They ask me challenging questions.</i> <i>They enable me to find things out for myself.</i> <i>They provide me with support.</i> <i>They give me time to think.</i> <i>They give me the tools to check myself or others' work.</i></p>	<p>How will I enable students to learn? <i>I provide innovative ways of presenting new information. I give students the building blocks to collaboratively explore new information and look for relevant ways to apply.</i> <i>I introduce key vocabulary & explicitly support the development of literacy & numeracy skills</i> <i>I enable students to feel safe enough to take risks and make mistakes.</i> <i>I am confident enough to take risks and provide varied learning experiences.</i></p>

<p>4. How will I know that I am making good progress? <i>Teachers communicate it to me either verbally or in writing I know where I currently am and what I need to do to improve.</i> <i>I know how to implement the improvement and take the next step in my PINS marking.</i> <i>I have responded to the advice given so that I am not making the same mistakes.</i> <i>I am given the opportunity to measure the progress of myself and others against the objectives.</i> <i>I can demonstrate progress to others or to the teacher. I can review and share with others what I have previously learnt.</i> <i>I have confidence to take the next step.</i> <i>I explore ways to extend my learning to the next level.</i></p>	<p>How I know they are making good progress? <i>I ensure that I am regularly assessing progress against outcomes throughout the learning cycle.</i> <i>I create a variety of opportunities to assess student learning including homework.</i> <i>I equip students with the vocabulary and confidence to reflect on their learning in a variety of ways.</i> <i>I continue to use regular tracking to monitor progress against targets.</i></p>
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Appendix 4 - A Quick Reference Aid for Great Behaviour for Learning

- A calm, ordered start to the lesson (this could be with students lined up outside the classroom, not being invited in until the teacher says so).
- The teacher greeting students at the door.
- Seating plans for all groups organised by the teacher.
- Organisation (from both teachers and students).
- Routines in the lesson (for the start and end of the lesson and for activities within the lesson).
- Engagement from all students in activities and talking about their work; saying when they are finished in order to move on.
- Recognised signals to indicate a change in the activity.
- Appropriate Timing and Pace
- Interaction teacher to student and also student to student.
- Where appropriate, students stay in their seats.
- Teachers using the vocabulary of naming behaviours.
- Catching students being good (Andy Vass method)
- Ensure continuity and consistency.
- Respect - teacher to student, student to teacher and student to student.
- Having clear systems in place for students.
- Teacher moving around the room.
- Using non-verbal signals e.g. the stare; finger to lips, etc.
- Being one step ahead in the lesson.
- Planning breathing/thinking space into lessons (student & teacher).
- Students having pride in their work with no graffiti or doodling on or in books.